

**ADMISSIONS POLICY**  
**FOR**  
**EAGLE PARK INDEPENDENT SCHOOL**

<b>Date</b>	<b>May 2022</b>
<b>Next Review</b>	<b>May 2024</b>
<b>Reviewed by:</b> <b>Alison Ramsay</b> <b>Director of Education</b>	<b>16<sup>th</sup> May 2022</b>



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### **Our Vision**

Eagle Park is more than just a school; we are a community with a culture and ethos that embodies “togetherness”. We work hand in hand to develop curious and confident children with an understanding of how to be socially, morally spiritually and culturally aware in order to make a positive contribution to society.

***“Manus in Manu” ~ “Hand in Hand”***

## **Aims**

This policy aims to:

- Explain how to apply for a place at the school
- Set out the schools arrangements for allocating places

## **Number of Places Available**

Eagle Parks School, although registered to support pupils from the age of 7-19 is currently only offering a total of 28 places for pupils in Key Stage 2.

## **Admissions Criteria**

At Eagle Park we specialize in providing places for children in Key Stage 2 with an Autism diagnosis as the primary area of need. As a school we will consider the following:

- Speech and language delay despite appropriate interventions.
- Attainment below expected levels in all or most areas of the curriculum.
- Pupils who present with an uneven cognitive profile (when a pupil demonstrates great strengths in a particular area but severely lacks in another).
- Non-verbal abilities that fall within the average and below average range.
- Pupils with mild-moderate learning difficulties.
- Poor attention skills.
- Coordination and/or perceptual difficulties.
- Immature social/emotional behavior; social interaction difficulties.
- Pragmatic difficulties.
- Learning and social behaviors often associated with autistic features.

### **Pupils may also show one or more of the following characteristics:**

- Poor listening and attention skills.
- Inaccurate or reduced vocabulary.
- Reduced understanding of verbal language.
- Slow processing, difficulty with retrieval of information.
- Poor understanding of social situations.
- Poor understanding of higher-level language.
- Limited ability to use language to express ideas and meet needs.
- Poor phonological awareness.
- Difficulty understanding and using sentence structures.
- Poor problem solving and independence skills.
- Immature play skills.

## **The Admissions Process**

This is started by a referral from a local authority. If the school feels we can meet the needs of the pupil then their family or carers and pupil would visit the school. All placements at the school are funded by the referring local authority. Eagle Park School accepts pupils with an EHCP. Our admissions process will evaluate the appropriateness of the placement based on the following:

- If there is a place available.
- Availability of space in the applicant's year group.
- Availability of space within suitable groups/classes; based on the applicant's individual needs, and the collective needs of the group/class.
- An up to date EHCP that accurately describes the needs of the pupil being referred. This is required for the school to ensure that the needs of the pupil can be met through the provision available.
- Support of the local education authority making the referral.
- Active support and participation from the parent or carer.

Referrals are usually initiated by the Education Department or the Social Services Department of the Local Authority seeking a placement. Parents are welcome to visit before papers are submitted.

For a pupil to be considered the Senior Leadership Team need to receive the following documentation:

- The EHCP or Statement of Special Educational Needs if relevant
- Recent Educational Psychologist reports
- Current levels of educational attainment (SATS, standardised tests)
- Most recent education report
- Social history of the young person, including family composition and ethnic data
- Any relevant Social Services involvement
- Medical conditions and the need for any specific input
- Details and description of any relevant behaviour patterns

Where it has not been possible to carry out the appropriate assessments, then a temporary arrangement may be made (for a maximum of 6 weeks) while the necessary reviews are undertaken. If it is determined that the school cannot meet need the offer of a place will be withdrawn.

Circumstances in which we cannot meet need are:

Eagle Park will only refuse a place on the following grounds:

- The school is full
- We do not have an appropriate cohort
- We do not have the expertise to meet the needs of the child
- If a pupil is offered a place that is accepted based on incorrect information, an urgent review will be carried out and we decide to withdraw the placement.

## **Pupil and family meeting**

During the consultation period our pastoral lead will arrange for parents/carers and the pupil to visit the school. It may also be necessary in some circumstances to visit the pupil in their current provision and/or their family home. During the visit we will assess the pupils' views on strengths, needs and wishes and how we can support those views. We will also assess what

support the family requires and devise a family intervention plan that will run alongside the pupil provision.

### **Transition, Assessment and Agreement**

- Each placement will consist of an agreed transition period
- Within the first 2 weeks, all pupils will be assessed (baselines) and tier induction PLP is formed.
- On completion of a successful transition period a formal offer of a full time placement is offered.
- If deemed necessary (agreed with School and Local Authority), a further transition period may take place.
- The school will provide an individualized programme to support the learning, communication, social, emotional, and mental health needs of all pupils.

### **Delivery and continuous review of learning**

Eagle Park School offers a curriculum that is inclusive to all students regardless of ability or need. All students will have the opportunity to follow a pathway appropriate to their level of learning. Our curriculum considers:

- Cognitive Development
- Social Development
- Creative Development
- Physical Development
- Emotional Development

### **Review of learning need and EHCP**

- All pupils' learning will be reviewed daily through 'I Can Statements' , half termly through PLP's and staff data and pupil/parent consultation meetings.
- Referring agencies will receive annual review reports on pupils' progress during the mandatory annual review of their EHCP.

### **Assessment and Examination**

Where appropriate pupils will undertake examinations and assessment suited to their individual levels and abilities with the relevant examination body.

### **Completion**

At the end of a key stage pupils will receive certificates for achieved qualifications, record of achievement including CV and letter of commendation to take onto next setting where appropriate.

### **Onward Transition**

Pupils and families will receive support with transition into the next setting, including but not

limited to:

- Observations
- Multi-agency meetings/discussions, education and well-being focused
- Sharing pupils work/progress
- Support with selecting appropriate provisions

## **Funding**

Each placement is currently charged at the base-rate of £54,436.25.