

ADMISSIONS POLICY
FOR
EAGLE PARK INDEPENDENT SCHOOL

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| Reviewed by: Alison Ramsay & Margaret Carey | September 2024 |



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| <u>Contents</u> | |
| Our Vision | 2 |
| Aims | 3 |
| Number of Places Available | 3 |
| Admissions Criteria | 3 |
| The Admissions Process | 4 |
| Pupil and family meeting | 5 |
| Transition, Assessment and Agreement | 5 |
| Review of learning need and EHCP | 6 |
| Assessment and Examination | 6 |
| Completion | 6 |
| Onward Transition | 6 |
| Funding | 6 |

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 32 places for pupils in Key Stages 2, 3 & 4.

Admissions Criteria

At Eagle Park we specialise in providing places for children 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. Every student will be assessed by a member of the Senior Leadership Team (SLT) either in the

home setting or at their provision, there will also be a minimum of a half day trial at EPS.

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 a member of the SLT will arrange for parents/carers and the pupil to visit the school. It will also be necessary 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

The majority of pupils that are offered a place at EPS will start full days and weeks, where it is necessary a transition plan will be discussed and an appropriate arrangement put in place. The school will send a formal offer outlining the details of the start dates and any transition arrangements.

Each placement will consist of within the first 2 weeks:

- ❖ The school will provide an individualised programme to support the learning, communication, social, emotional, and mental health needs of all pupils.
- ❖ All pupils will be assessed by the SaLT and OT
- ❖ all pupils will be assessed (baselines) and tier induction PLP is formed.

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:

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| Primary | - | £54,425.25 |
| Secondary | - | £58,800.00 |