

Rugeley School

Admission to Education Local Procedures

Adopted: June 2015

Reviewed: Jan 2017

Next Review: Jan 2019

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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 Priory policy	Admission to Education	Number	ESC11
Setting	Rugeley School	Signature	L Price
Quality Assured by :	K Bridon	Signature	
Issue date	10/2018	Review date	10/2020

1. Rationale

Rugeley School believes in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for all students. Through effective teaching we aspire to equip our young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives. Our mission statement aspires:

'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'

We aspire to collaborative work with the two Children's Homes associated with our site, Mayfield and The Crescent. Teachers and care staff work closely together to promote a seamless approach to agreeing, implementing and reviewing our young people's individual outcomes. This helps each young person to apply what they learn in lessons to their everyday lives.

Rugeley School aims to provide a caring, supportive and stimulating environment where high quality teaching leads to excellent outcomes for all our young people. Teachers at Rugeley School are expected to conform to the standards set within national government Teachers Standards.

We expect all our staff to deliver high quality, stimulating and dynamic lessons, where all our young people are supported and challenged to make good progress in their learning.

2. Aims

The aims of this policy are underpinned by reference to a set of basic principles:

- To advance the education of all our young people through a personalised structured learning environment underpinned by physical exercise and incorporating a multisensory approach.
- To ensure that the curriculum is inclusive, informed, structured and relevant to meet the needs of all our young people.
- Learning will be incrementally structured in ways that enable all young people to have the opportunity to build on what they already know and to generalise this, and what they need to make progress in, in order to overcome barriers to their learning and to take ownership of it.
- To ensure our curriculum is centred around our young people and that assessment is used as a tool to ensure that learning fits individual needs and to help every young person gain their outcomes for the future.
- To promote a personalised, differentiated curriculum for all which is responsive to the particular (and changing) needs of our individual young people.
- To meet individual's needs through a range of Specialist Therapy Services.
- To create an inclusive curriculum with links to external accreditation which recognises our young people's, participation and achievements.
- To recognise the individual needs and talents of each young person and to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- To develop within each young person a respect for British Values at a level appropriate to their needs.
- To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010.
- To promote a caring and stimulating environment that gives positive encouragement to all, and which recognises and values the contributions of all its members equally.
- To ensure IEP's are infused into all aspects of provision as appropriate to the needs of our young people.
- To use formative and summative assessment criteria to ensure all young people achieve their outcomes.
- To set achievable but challenging targets that promote an ethos of continual improvement
- To measure, assess and record the progress of each student in a systematic way, enabling us to ensure that each young person achieves his or her highest possible outcome for the future.
- To encourage confidence, high self-esteem, independence and mutual respect.
- To foster an environment that values the voice and views of all our young people through establishment of our school council meetings.
- To value the voice and views of 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 / Mayfield House / The Crescent depending 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.
- A transition plan for the admission to the school is agreed by the Head teacher, Senior Leadership Team and parents. In the case of residential placement this will be the Registered Manager and the plan will be organised around the young person's individual needs.
- With residential placements the Registered Manager or House Manager and key worker for the young people will arrange a home visit and complete relevant paperwork..

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.

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.

