



Subject: Admissions	Number: POL00103
Approved by:	Type: Policy
Managing Director	Issued: February 2021
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1. Objectives

The Robert Holme Academy provides education for up to 10 boys aged 5 to 11. The school caters for students who struggle to engage in mainstream education and require a more nurturing learning environment.

The school admits students who meet the admissions criteria, subject to successful consultation and interview.

The Robert Holme Academy will accept students who:

- have an Education, Health and Care Plan (or be in the process of obtaining one);
- are aged between 5 and 11 years;
- have an EHCP that specifies that the student has SEMH needs;
- have difficulty accessing the curriculum in mainstream schooling;
- may have specific or generalised learning difficulties;
- the Local Authority agree to fund the placement and any further services requested by Robert Holme Academy;
- in exceptional circumstances the Local Authority admits a student for a formal assessment or on a short term placement.

We believe that parents need to actively ‘buy in’ to the parent/education partnership relationship in order to best meet the student’s needs. The Robert Holme Academy like to get to know each student on a personal level to make sure the placement is suitable for them. We believe that students need to fit in and feel happy in order to make progress in all areas of learning. To be successful, students must respond positively to the learning environment and feel comfortable within it.

To this end, management and staff make every effort to get to know each student and fully understand their emotional as well as educational needs.

The purpose of this policy is to provide clear information about our admissions procedure along with our services and costs so that an informed decision can be made regarding the suitability of the Robert Holme Academy in providing education for given students.

2. Scope and Applicability

This policy is applicable to all staff members, external agencies, local authorities and parents who participate in the admissions process for the Robert Holme Academy, including the management team comprising Managing Director and Headteacher.

3. Procedure

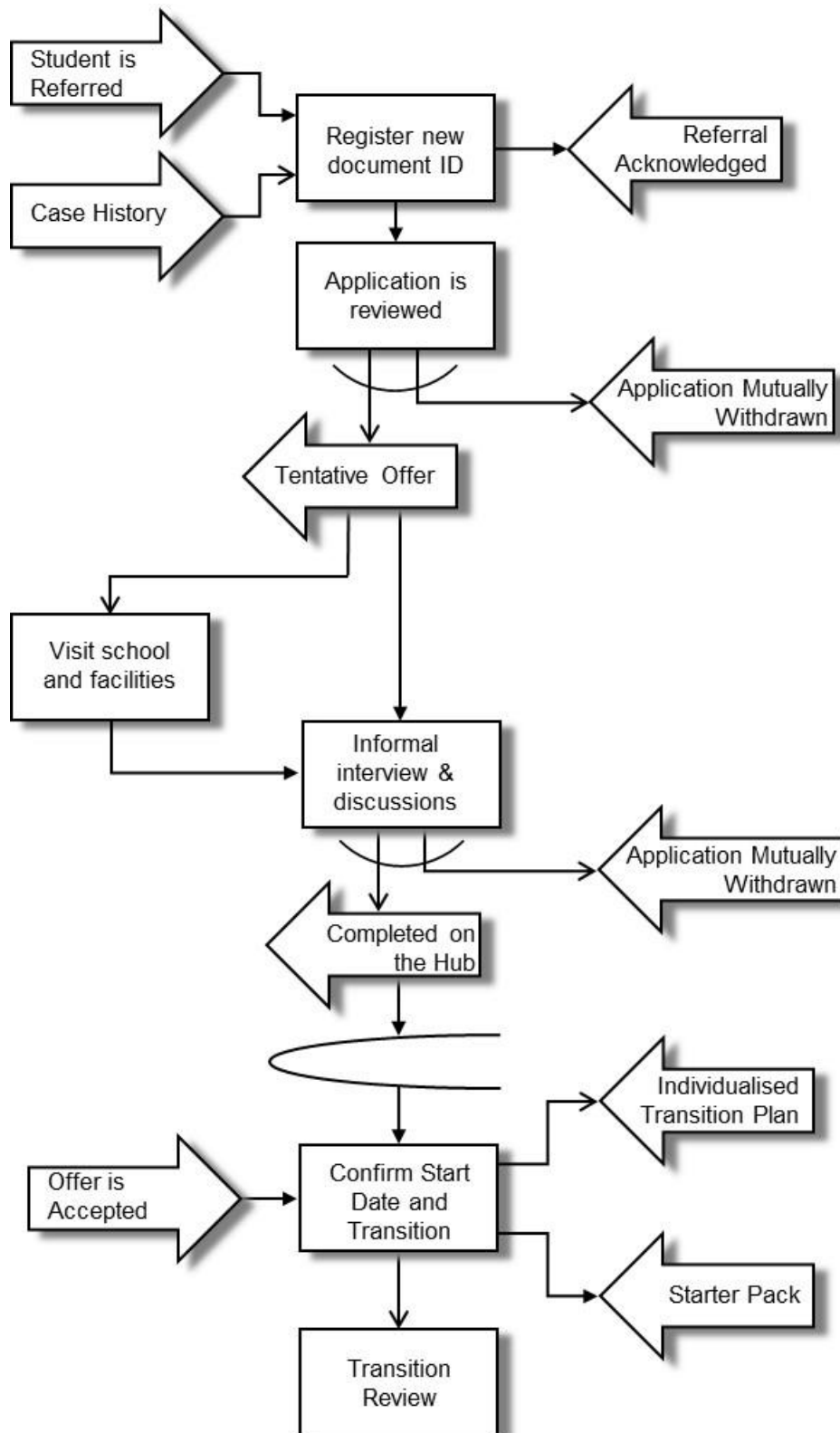
3.1 Responsibilities

The Managing Director and Headteacher are responsible for reviewing all admissions to ensure the suitability of the candidate student.

The Managing Director and Headteacher are responsible for ensuring all criteria specified in this policy are met and adequate funding is available to support each admission.



3.2 Process





3.3 *Application and Initial Review*

All students admitted to Robert Holme Academy will have been initially referred by their Local Authority by email or post. If, after reviewing the information provided, the management team believes that the student meets the admission criteria and a suitable place is available, arrangements will be made with the Local Authority contact for the parents/carers and student to visit the Academy.

Initial applications should include details of the student along with the reasons why a place is being sought. And may also include additional case information allowing as thorough review of the application as possible to take place. Additional information about the student may therefore include, but is not limited to:

- health and medication details;
- risk assessments;
- an outline of specific learning difficulties;
- details of other vulnerabilities.

Confirmation of acknowledgement of the referral is provided within two working days of receipt (during term time only). The Robert Holme Academy reserve the right to request further information with regards to the student from the Local Authority and previous education providers.

Contact with the Local Authority regarding the next steps will take place within five working days (during term time only) of receiving an initial referral. Referrals are reviewed in order of receipt.

3.4 *Making an Offer*

A tentative offer is made if, after reviewing the information provided, the school management team believes that the student meets the admission criteria.

A decision to make an offer is based on the following factors:

- the current capacity and availability of a suitable position;
- whether the educational need of the student can be met within our range of services;
- the vulnerability of the student and the risks posed by others;
- the suitability of placement within the existing student mix and the possible impact on the referred student, including the social, cultural and language needs of the student;
- any specific resources that might be required to meet the individual needs of the student.

Arrangements are then made with the commissioning representative to provide the parents/carers and student an optional visit the school. Alternatively, the commissioning representative is informed if a place is not available for the student.

Parents/carers may visit the premises on an informal basis. The visit includes a tour of the premises and a meeting at which the school's policies and curriculum are discussed. Parents/carers also have an opportunity to see the site on a typical day. Where possible, we encourage an existing student to accompany the tour to calm the potential student and answer any questions from an existing student's perspective. Parents/carers and students are encouraged to ask questions and gain as much information as possible.

If the student, commissioning representative and parents/carers are all comfortable with the placement then an informal interview may take place. Depending on the length of placement, the interview may be supported by an informal visit to the student's home by a member of the management team, where any additional matters can be discussed within the student's home environment.

It is useful for staff to be able to visit students in their own home or their current schooling environment as it gives great insight into the student, their background, their interests and how to best support them. Should the prospective student be particularly concerned about the offer and



attendance, further visits can be arranged to address any anxieties or the application can be withdrawn.

We work with the commissioning representative to develop a proposed learning pack as part of a formal offer for the student. This is normally completed within two to four weeks during term time. The learning pack is intended as a comprehensive and bespoke plan to meet the specific needs of the student and includes:

- a specific risk assessment for the student;
- short, medium and long-term learning objectives, as required;
- reporting arrangements, for the commissioning representative and parents;
- safeguarding strategy;
- commercial terms and service level agreement for the commissioning representative;
- proposed start date.

We reserve the right to withdraw an offer of a placement if it is felt that the student would not thrive in our educational environment.

3.5 *Accepting an Offer*

If all parties agree that the student's needs can be met, and that the student and parent/carers are committed to the parent/school partnership, then an official offer will be made by Robert Holme Academy to the commissioning representative with a confirmed start date and a copy of our terms and conditions.

Offers are formally accepted in-writing (typically email) by the Local Authority commissioning representative.

If an offer is accepted the start date is confirmed and the transition plan is agreed and formally issued, including any necessary changes to the learning pack.

The starter pack is also made available to the student and their family with a prospectus, key policies and procedures.

A confirmed place is reviewed in line with the transition plan. This is typically six weeks after placement. Transition reviews are intended to evaluate the successful integration of the student into the Robert Holme Academy environment and are not confined to educational progress, but also consider the wellbeing and emotional health of the student.

An admissions register is maintained by the school as per Department for Education regulations.

3.6 *Transition*

An initial transition period is implemented following acceptance of an offer. The transition period typically covers the first 4-6 weeks placement at the school. The transition period is used to settle the student into the school surroundings and daily routines. It also provides a firsthand opportunity for staff to re-assess the ability of the student and monitor behaviours as a final check to ensure the school can meet the pupil's needs. Given any student may find the initial transition to school difficult, the transition period may be extended to work with the student and other stakeholders (parents, local authorities, etc.) to further support the student during integration into the school.

During the transition period into school the six week notice period given to full time pupils will not be applied. Pupils whose needs cannot be met, or in situations where their behaviour is extreme and is detrimental to other pupils and staff, may have their placement ended during transition with no notice.



4 **References**

This policy has been developed in line with the following guidance:

1. Special educational needs and disability code of practice: 0 to 25 years, available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
2. Children and Families Act 2014, available at <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
3. Independent School Standards available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf