

Admissions Policy:

Keyham Lodge School Overview:

Keyham Lodge School is a vibrant and successful City Special School. Formerly part of a federation, the school joined Discovery Trust in September 2021, along with Millgate School. All students have an Education Health Care Plan (EHCP), and the school cohort comprises of Key Stage 2 (KS2), Key Stage 3 (KS3) and Key Stage 4 (KS4) students, catering to both girls and boys from KS2 upwards.

Commitment to Student Development:

We have high expectations of our students and work closely with them to identify specific needs and support required both academically and in relation to their EHCP outcomes. The school adheres to the SEN Code of Practice at all stages of assessment for admission.

Positive Culture and Utilization of Resources:

Our policies and curriculum foster a culture that collaborates positively with students and their families to help them achieve their maximum potential. It is crucial that all available places are utilized by students who can truly benefit from and thrive within this provision.

Addressing Disruptions and Barriers to Learning:

For many of our students, their education prior to joining us has been disrupted. Consequently, the school relentlessly strives to remove barriers to learning, close attainment gaps, and provide an inclusive, child-centred, and learning-focused environment.

Complex Needs and Accurate Assessment:

The range and nature of the difficulties and needs exhibited by our pupils have become increasingly complex, as has the assessment of these needs. Therefore, it is essential that the admission process accurately identifies the needs of pupils and determines whether the school can meet these needs effectively and efficiently.

Aim:

Overall Aim:

Our aim is to ensure the academic, personal, and social development of all our students, enabling them to develop their potential both within the school and in the wider community.

Policy Objective:

The aim of this policy is to ensure that the school admits, as far as possible, those pupils whose special educational needs can be effectively met, thereby ensuring progress in all aspects of their development.

Admissions Process:

Admissions may occur throughout the year. However, to facilitate appropriate arrangements, admissions dates will typically be scheduled for the beginning of term or half term. This may vary depending on the individual circumstances of each admission.

Assessment for Suitability:

Prior to placement, students will be assessed for suitability through a range of sources.

Admissions Process:

Stage 1:

Consultation paperwork is sent to the school by the Local Authority (Leicester).

The **Admissions Officer** reviews the Education Health Care Plan (EHCP) to determine if the pupil's needs meet the school's criteria.

If the Admissions Officer believes the school can meet the pupil's needs, the EHCP is forwarded to a member of the **Senior Leadership Team (SLT)** for a second opinion.

This process ensures that multiple perspectives are considered before making a final decision

Stage 2:

1. Observations are a crucial part of understanding and assessing the environment and interactions within a school setting. **Here's a detailed outline of the process:**

2. **Preparation:**

- Gather Information: Review the information provided by the current school about the young person.
- Plan the Observation: Coordinate with the admissions officer and a member of the Senior Leadership Team (SLT) to schedule the observation.

3. **Conducting Observations:**

Interactions with Staff and Peers:

- Observe Classroom Dynamics: Watch how the young person interacts with teachers and classmates during lessons.
- Monitor Social Interactions: Pay attention to the young person's behaviour during breaks and extracurricular activities.

4. **Communication with the Young Person:**

- Engage in Conversations: Speak directly with the young person to understand their perspective and experiences.
- Assess Communication Skills: Evaluate how the young person expresses themselves and responds to questions.

5. **Ask Key Staff Relevant Questions:**

- Teachers: Inquire about the young person's academic performance, behaviour, and any specific needs.
- Support Staff: Discuss any additional support the young person might require, such as counselling or special education services.

Stage 3:

1. **Contact Parent/Carers:** Reach out to the parents or carers of the pupil to inform them about the potential placement and gather any additional information needed.
2. **Arrange a Suitable Date:** Schedule a home visit at a convenient time for both the parents/carers and the school staff.
3. **Meet and Discuss Our Offer:** During the meeting, discuss the school's offer, how it can meet the pupil's needs, and answer any questions the parents/carers might have.
4. **Inform of Next Steps:** Clearly outline the next steps in the process, including any further assessments, paperwork, or timelines.

This structured approach ensures clear communication and helps build a strong partnership with the parents/carers.

Stage 4:

Parent/Carer and child meet with the Admissions Officer and a member of the Senior Leadership Team (SLT) for a visit of the school; the visit will include:

- A tour of the school
- An introduction to key staff
- A discussion with a member of senior staff concerning the school curriculum, the content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils and, more importantly, an opportunity for each visitor to ask any questions they may have.

Stage 5:

Post-School Visit Procedure

1. Agreement on Needs:

- All parties (school staff, pupil, parents/carers) agree that the pupil's needs can be met at the school.
- Confirmation that the pupil can be adequately managed with the available resources

2. Commitment to Placement:

- The pupil and parents/carers express their commitment to the placement.

3. Offer of Place:

- The school writes to the Local Authority (LA) offering a place to the pupil.

4. Admission Arrangements:

- Arrangements are made for the pupil's admission to the school.

Stage 6:

Welcome Event

We have added an extra layer to our admissions process. We will be inviting all new starters, along with their parents/carers, to a welcome evening towards the end of the academic year. This event will provide students with the opportunity to meet staff and peers within their year group and discuss subjects they will be accessing.

We believe this initiative will help ease the transition for our new students and foster a sense of community within the school.

The school will endeavour to follow the SEN Code of Practice in relation to all consultations. Reasons for any unsuitable placements will be stated for due consideration by the Local Authority (LA) via the allocated Special Education Service caseworker.