Elm Tree Primary Academy

Admissions Policy

Elm Tree Academy Admissions Policy

The commissioning of places at Elm Tree Academy is the responsibility of the LA. Admissions to the school are the responsibility of the LA (Local Authority) in conjunction with the Headteacher acting on behalf of the Academy Councillors. All pupils will have an Educational Health Care Plan (EHCP), and the LA's Special Educational Needs and Disabilities (SEND) Services department makes referrals to the school following recommendations by professional, which has been provided as part of the EHCP process. In exceptional cases, following the approval of SEND Services.

Elm Tree Primary School caters for pupils from YR – Y6 who are autistic and have additional learning difficulties. Elm Tree School has planned pupil numbers of 126.

The school will provide an environment that is both challenging and supportive. It will do this by providing a curriculum which is broad and balanced yet is appropriate to each pupil's individual needs. Each pupil will have an individual educational plan with clear targets against which progress can be measured. These targets will be shared with parents and other professionals where appropriate

When necessary specialist teaching approaches will be used with pupils alongside specialist aids equipment and technology.

Admission Process

Parents are welcome to make an appointment to visit the school on an informal basis to see what is on offer and to discuss the suitability of the school and the availability of places. However, applications for placement must be considered formally by SEND Services and fulltime placement must be supported by an Education Health Care Plan.

If a special school, place is considered the SEND services will usually first consider the most local special school which is able to meet the needs of the pupils

Once the LA has requested consideration for admission, usually by sending pupils papers to the school they believe most appropriate, the Headteacher will make an initial assessment of suitability based on the paperwork.

The Headteacher will consider all pupil applications from the local authority and the potential availability and suitability of a place for the pupil.

A member of staff may visit the pupil within their current school to observe the pupil or on occasions conduct a home visit to discuss: current patterns of learning, regulation and medical needs, alongside current cognitive levels and rates of progress.

When both the school/home visit if appropriate and the admissions meeting have been completed, the Headteacher will notify the LA to inform parents of the admission decision including admission date, process and transition if appropriate. Admission to The School will consider the implications for the effective education of the class group, the efficient use of resources and the implications for the school as a whole.

Any additional requests for resources and support will be considered at this point.

Following the offer of a place, the Headteacher will arrange the transition process alongside the current provision to ensure all information is shared and the pupil is able to access the new school successfully.

Visits to the school and meetings with pupils and parents may take place prior to admission to aid this process and will be organised by the phase leader or class teacher.

Where the Authority requesting admission is not Sandwell the same process will be followed as far as is practical, with the school liaison likely to be via telephone rather than a visit.

Pattern of Admissions

Children can be admitted into phase groups in school where vacancies exist, at any time of year although the school prefers the beginning of a school year, or at the beginning of a new term.

Refusal of Admission

The Academy Council may reserve the right to refuse admission in the following cases:

The agreed places number is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.

Where the school would be unable to meet the needs of the pupils in terms of a lack of an appropriate peer group, specialist resources, and levels of care, therapies and expertise.

Where the admission of a pupil would compromise the Health and Safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school.

Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, learning spaces, resources and funding.

W Plant WHITNEY PLANT

Review date- December 25