



**Harbour
School**
Dorset

Admissions Policy

(Permanent Site April May 2022)

Next Review: Sept 2021

Setting

Harbour School Dorset (HSD) is an Academy Free School- day special school.

In formulating its Admissions Policy, HSD recognises the importance of adherence to the regulations and the spirit of the Special Educational Needs and Disability Discrimination Act (2005), The Human Rights Act (1998), The Race Relations Act (1976) and the Sex Discrimination Act (1975).

HSD Provision

- In Summer Term 22 - 2021-2022 an additional maximum of 12 pupils can be accommodated, where pupil profile allows an efficient education of others. These pupils will be included into existing classes as class sizes can increase from 5 to 8 pupils. They can be included into Years 7,8,9 and 10.
- In the academic year – Sept 2022-2023 there will be new Year 5 and 6 class intake for our ASC provision and an SEMH (see below) class intake for years 7,8 and 9. New classes will be at a maximum of 5 pupils per class for at least two terms of starting, this will enable pupils to settle and present a secure environment for new pupils coming in.
- The Dorset Special Educational Needs administers all admissions. Requests for placement from out of Dorset will, in the first instance, go through the Special Educational Needs section of Dorset’s Children’s Services.
- Pupils will have a diagnosis of ASC and may have co-morbid conditions such as speech and language communication needs (SLCN). Pupils will need to be High functioning in that they are average or above average cognitive ability, but it is not a requirement that they can speak, read or write which is often part of the HFA criteria
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- Pupils who have been identified as SEMH by CAMHS, a Paediatrician or strongly evidenced by an Educational Psychologist. Pupils will need to be High functioning in that they have average or above average cognitive ability, but it is not a requirement that they can speak, read or write which is often part of the HFA criteria.
- The new code of practice defines social, emotional and mental health in the following way: “6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.” (Department for Education & Department for Health, 2015). The efficient education of other pupils at Harbour School Dorset would be impacted negatively by challenging, disruptive or disturbing behaviours so are structured for SEMH pupils whose anxieties are communicated by withdrawn or isolated behaviour. This would enable SEMH pupils to work well within the community with our ASC pupils.

Admission Criteria

To be admitted to **HSD**:

- An EHCP (Education, Health and Care Plan) or a draft EHCP will be required before consideration can be given for admission.
- There needs to be a primary diagnosis of Autistic Spectrum Disorder/Asperger’s Syndrome.
- There needs to be a primary diagnosis of SEMH identified with SEMH from CAHMS, paediatrician or strongly evidenced by an Educational Psychologist.
- All Pupils ASC or SEMH must be ‘Higher Functioning’ i.e. have average or above average cognitive ability and thus be able to access an appropriately differentiated National Curriculum.

- Pupils will need to be of an appropriate age with the appropriate skills and profile to fill the available place.
- There is compatibility between students. The school will carefully consider (through the referral process) the vulnerability that is likely to be felt by any student within the school. If a student admission is deemed to have a potentially negative impact, for reasons of safety and wellbeing, a placement may not be suitable.
- Pupils with challenging behaviour (unable to keep themselves safe, physically aggressive towards others and/or may cause significant damage to property) will be considered within the context of the overall needs of the pupil profile and school environment.
- An agreement from the LEA to adequately fund the placement to support HSD in meeting needs as described by the EHCP.
- Pupils needing regular 1:1 support are welcome, and this will need to be funded through the LEA.
- Pupils will need to attend a pre-admission visit.
- Additionally, to better understand the needs of the child and to be able to listen to the family, school **may** want to visit the student in his/her current setting, observe his/her functioning and assess the suitability to meet the child/young person's needs at Harbour School.
- Places are allocated on vacancies within groups rather than overall vacancies within the school.

Admission Procedures

Parents are welcome to arrange to visit the school and to request information about the school. Parents should inform their Local Authority of their preference for a place at Harbour School Dorset and may ask their Local Authority to name the school in their child's Statement of Special Educational Needs or EHC Plan. On some occasions, professionals who are involved in a young person's placement or who have a significant professional interest in their wellbeing, may recommend that the school may meet their needs and inform parents. The school can only proceed to the admissions stage with Local Authority support. We therefore encourage parents to engage in a dialogue with their Local Authority.

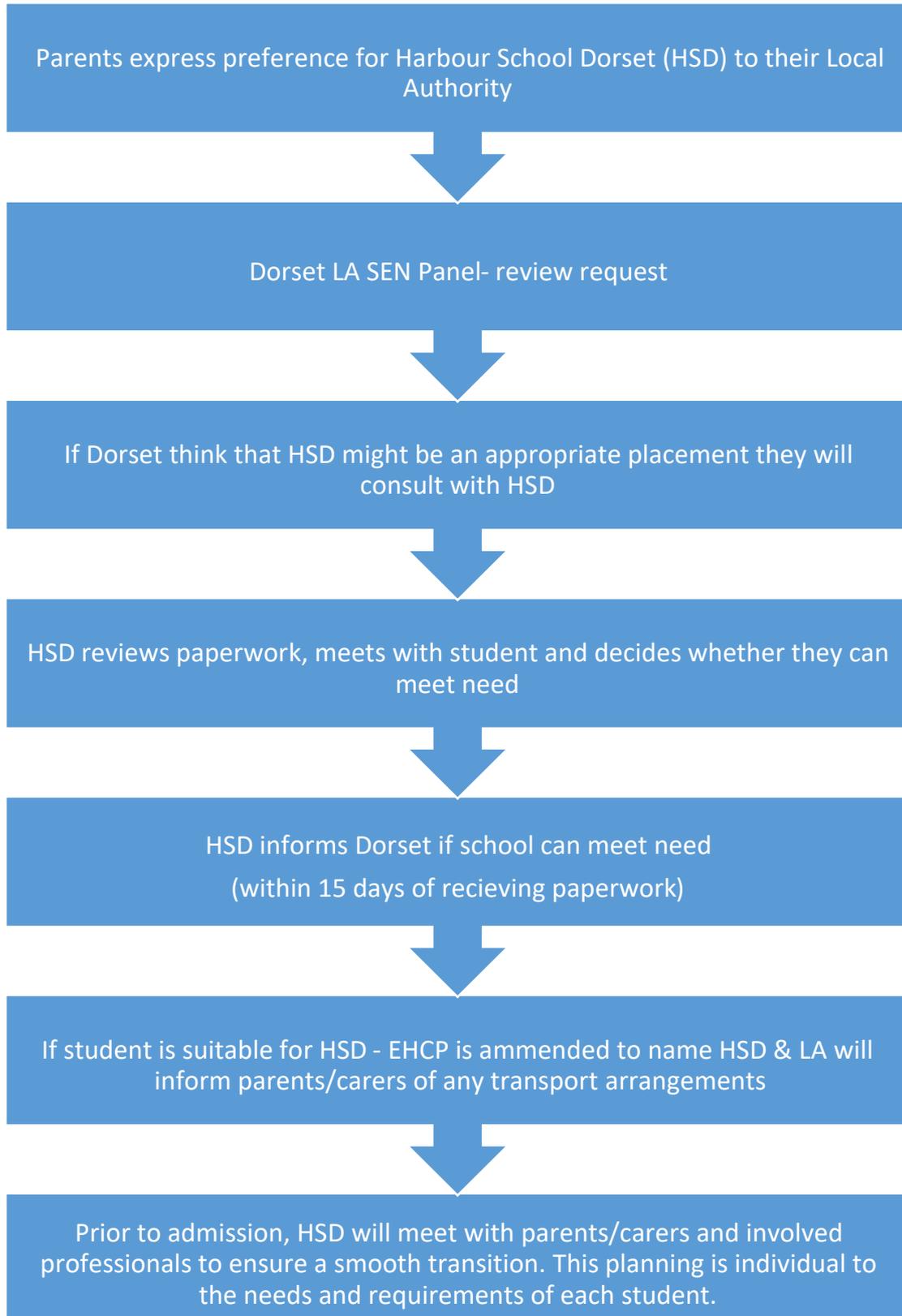
Where the local authority intends to name the school in an EHC plan, HSD will consider the proposal and will consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children, and where no reasonable steps can be made to secure compatibility.

In deciding whether a child's inclusion would be incompatible with the efficient education of other children, HSD will have regard to the Special Educational Needs Code of Practice 2015.

If HSD determines that admitting the child would be incompatible with the provision of efficient education, it will, within 15 term-time days of the local authority's notice, notify the local authority that it does not agree that the school should be named in the statement. HSD will set out the facts and matters it relies upon in support of its contention that admitting that child would be incompatible with efficiently educating other children; and HSD cannot take reasonable steps to secure compatibility.

Where HSD considers that the school should not have been named in the statement, it may ask the Secretary of State to determine that the local authority has acted unreasonably in naming the school and to make an order directing the Local Authority to amend the child's statement by removing the name of the school.

Summary of Admissions Procedure



Home / School Agreement

An essential requirement of a student joining the school is that parents/carers wish to develop a sense of mutual co-operation on behalf of their child. Parents/carers will be requested to sign the School's Home / School Partnership Agreement although admission is not dependent on signing the document.

Transport

When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent by the appropriate authority. The authority will then inform parents of any transport arrangements that may need to be put in place.

Appeals

Should a placement be considered unsuitable for a young person (following the admissions procedure) feedback to parents/carers will be provided by the local authority as to the grounds for the decision.

If the local authority decides not to name the school in a child's EHC Plan the parents have the right to appeal to the First-Tier Tribunal (Special Educational Needs and Disability) and should refer directly to the local authority for contact details and their intention to appeal a decision.

Oversubscription criteria

The school will work collaboratively with all neighbouring Local Authorities to manage referrals through Dorset. If our school can meet an applicant's needs, it is an appropriate placement. Where there are more applicants than vacancies, places will be prioritised according to the admissions criteria which also act as the oversubscription criteria.

Part-time Students and Persistent Absence Students

Full-time attendance for all students is one of our goals. If there are any part-time students then this is either part of a planned transition to full-time or where there is clear medical advice that, at that time, a full timetable would be detrimental to a student's well-being. For pupils that are persistently absent it will be a part of our admissions team's highest priority to enable that student to attend.

In both cases, HSD staff will work hard to move things forward and so the student's placement is registered as full-time. If the LA would like to use perceived 'gaps' then it will be necessary to move the students off roll.

Assessment Places

On occasions the authority may request for a pupil to be placed on an assessment basis. The Headteacher, in conjunction with the Senior Leadership Team, will make the decision to agree to or decline the request. The duration of the assessment placement and a review date will be set before the pupil starts and a decision will be made at the end of the placement whether the school is an appropriate provision to meet the needs and a place can be offered.