



Admissions Arrangements

Status	Current Policy
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Review Cycle	Annual
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Next Review	September 2022
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Lead Staff	Headteacher
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Chair of Governing Board	Diarmuid Molloy
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Headteacher	Paula Miller
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Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay School is a Rights Respecting School and this policy is written with reference to:

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Mission Statement

We accept all pupils **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our pupils to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Context

Stone Bay School offers day and residential provision for school for children and young people who have been diagnosed with an Autism Spectrum Disorder, and have severe and complex learning difficulties. All pupils will have their main area of need within Communication and Interaction.

Prospective pupils should be between 4 and 19 years of age, of either gender (although gender may limit availability of suitable residential accommodation)

Although the school offers flexibility and person centred educational programmes, there are certain criteria used to identify the type of need that can be met by the school. Intake is limited by the school's designation as defined by the Local Authority (LA) and covers EYFS, KS1, 2, 3, 4, & 5.

In addition to this, resources available at any given time will be considered, e.g. gender mix, availability of suitable classrooms and bedrooms and health and safety considerations.

The LA has a statutory responsibility for arranging special educational provision for children and young people with Education Health Care Plans. The LA has agreed and published admissions criteria for each special school which are designed to broadly determine the suitability of a referral to the school, be it for a day or residential placement.

Admission Arrangements/Procedures

This admission procedure is designed to specifically identify the individual needs of prospective students and then state whether the school can meet them.

The admissions procedure involves the following steps:

- Referrals are received from the Local Authority, for example, via Assessment and Placement Officers (SEN)/Joint Resources Allocation Panel/Secondary Transfer Panel
- Members of the Leadership Team consider referral papers circulated by the Headteacher.
- Following discussions with senior staff, prospective pupils are either invited to come and visit Stone Bay or are visited at their current provision. If a consultation is received for a residential placement a home or respite care provision visit will also be undertaken.
- If a place at Stone Bay School is deemed to meet the special educational needs of the pupil, the Headteacher will respond in writing to the LA with an offer of placement subject to LA approval.
- If a place cannot be offered, the school will detail, in writing, why it cannot meet the prospective pupil's needs having regard to Section 39 (227) of the Children's Act 2014

- Pupils may be admitted throughout the year according to a suitable class/peer group having space available.

Specific Admissions Criteria

From September 2021, prospective pupils should be between 4 and 19 years of age, of either sex (although gender may limit availability of suitable residential accommodation).

Prospective pupils have a diagnosed Autistic Spectrum Disorder and experience one or more of the following difficulties:

- Communication Difficulties
- Impaired Social Skills
- Severe and Complex Learning Difficulties
- Global Developmental Delay.

The school cannot meet the needs of students who experience:

- Profound and Multiple Learning Difficulties (PMLD)
- A primary psychiatric disorder
- Behavioural, Emotional and Social Difficulties (BESD)
- An Atypical diagnosis where provision requires individual teachers and separate teaching/classroom space.

Class Structure

We group our pupils as follow:

Reception class

Key Stage 1 classes (years 1 and 2)

Key Stage 2 classes (years 3-6)

Key Stage 3 Classes (years 7-9)

Key Stage 4/5 Classes (years 10-14)

Whilst we take the pupils' age into account, how children are placed is flexible and depends on individual needs or abilities. Generally the groups will be organised to take in to consideration the learning stages the individual pupils are at.

Each of the Lower school classes will have between 6 and 8 pupils in each group, depending on the needs of the group and the size of the room available. Upper School classes are generally smaller and have a maximum of 6 or 7 pupils in total.

Pupils at Stone Bay generally follow one of three learning pathways and classes are grouped to meet these needs. These groupings are not fixed throughout the whole time the children are with us and may change as their needs develop and change.

Pre-Formal Pathway

This pathway is for pupils working at the very early levels of development and are not yet ready to access subject specific learning

Semi-Formal Pathway

This pathway supports the learning for pupils who are working at a level where elements of both the pre-formal and formal curriculum are suitable for them

Formal Pathway

Despite its name, our formal curriculum is highly differentiated to meet individual needs but is more subject specific.

Residential Placements

Before a residential placement can be considered we will assess if we can accommodate a young person's needs in one of our classrooms and we have a space available. Then, subject to beds being available residential placements may be offered to those pupils who it is deemed by the Local Authority would benefit from a 24-hour curriculum.

Careful consideration is given to individual needs and groupings before placing a pupil in one of our residential flats.

Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.