



Admissions Arrangements 2020-21

The school follows the procedures and criteria for placement set out in Hampshire CC's document, "Specialist Provision for Children with BESD" (September 2004).

1. Hampshire Special Educational Needs Service will forward all referrals to the Headteacher and/or PA to Headteacher.
2. A copy of the Education Health Care Plan, and any other relevant supporting information from other agencies involved, including information from the current or last school will be sent to the Headteacher and response sent to the SEN Service within 10 working days.
3. If a child does not meet the admissions criteria for the school, the Headteacher or their authorised deputy will inform the SEN Service and any decision regarding the continued request for the placement will be discussed.
4. If a child meets the criteria for placement and a place is available, or expected to be available in the future, the Headteacher or their authorised deputy will inform the SEN Service and start the planned admissions procedure. (The SEN Service informs (parent(s) of the placement decision.)
5. The admissions procedure will be as follows:
 - Parents/carers invited with the child to school for a visit, and informal discussion regarding placement.
 - A home visit independently from the child will be arranged, allowing for any confidential discussion as required.
 - An observation of the pupil in their current school if appropriate.
 - Parents/carers will be given a school prospectus and other key policies and permission/information forms including transport requests. These need to be completed as quickly as possible (see below).
 - After discussion the Headteacher will either notify the SEN Service of the starting date, or alert the SEN Service to any difficulty relating to the admission. The start date will be in line with the school's policy to align admissions with the start of terms and half terms to minimize disruption to other pupils, and will not be until a) suitable transport has been arranged b) all permission forms and information have been provided c) the pupil's data and records have been received from their former school d) the pupil has suitable uniform to attend school with.
 - Finally, parents/carers and the pupil will meet agree a 2-3 week *first* induction timetable, which will then be reviewed and amended depending on the pupil's progress and engagement.

Children being considered for admission to Prospect School will normally:

- Be within the age group catered for by the school. It is very unlikely that there will be any admissions during a child's final year.
- Have an EHCP in draft or finalised form which specifies the type of provision required. (The LEA has the right in exceptional circumstances to place a pupil in a special school "on assessment", i.e. prior to carrying out or completing statutory assessment of the child's special educational needs.)
- Have been assessed as having social, emotional and mental health difficulties as defined in the DfES Code of Practice for SEN and HCC's criteria for statutory assessment for children with BESD/SEMH.
- Show evidence of general intellectual ability within the range normally catered for in a main stream school. The priority area of difficulty must be emotional and behavioural difficulties and not primarily arising from moderate or specific learning difficulties. Children with severe challenging behaviour arising from or associated with severe learning difficulties will not normally be considered for placement at Prospect School.
- Only be given a placement where it is compatible with the interests of the child and of other children currently attending the school.
- Not be dependent on intensive therapeutic support.
- Have been assessed as likely to respond to programs of intervention provided within the resources of the school.
- Have full and current assessment information from all relevant agencies together with appropriate agency support action plans being fully in place.
- Not have persistent non-attendance as their main criterion for placement.
- Not have persistent criminal activity as their main criterion for placement.
- Not have siblings, biological or otherwise, already in the school.
- Not have first cousins already in the school.

Prospect School will endeavour to:

- a) provide a broad and balanced curriculum, encompassing the National Curriculum where programmes of study are differentiated to each pupil's needs and access to public examinations, as appropriate, career counselling and preparation for the appropriate post – 16 education placement.
- b) Teach pupils in classes where there are opportunities for individual teaching, learning and guidance.

- c) Provide a level of monitoring of individual pupils' progress which will be greater and in more detail than that usually found in a mainstream school.
- d) Set measurable aims/objectives for each pupil's progress. Review half termly and at the annual reviews. These should be expressed in terms which are clear to parents so that they can evaluate whether success has been achieved. Annual review report should refer to achievement against these aims/objectives.
- e) Have in place a positive whole school behavioural policy which allows continuity and consistency of responses to pupils.
- f) Provide an environment in which clear and consistent boundaries and behaviour expectations are set and known to pupils and maintained.
- g) In addition to writing educational objectives, prepare and maintain for increasing appropriate behaviour and reducing unwanted behaviour. These programmes should be applied consistently for different pupils and be part of the school's positive behaviour policy.
- h) At the same time as promoting positive behaviour and setting new boundaries, be able to deal with negative behaviour flexibly and positively, consistent with acceptable behavioural boundaries as defined by the school's admissions criteria and school's behaviour policy. Staff will maintain modified but consistent expectations to accommodate the needs of individual pupils. Staff should be provided with opportunities for specific training in the management of pupil behaviour.
- i) Provide structured advice and guidance, to allow pupils to take more responsibility for their own behaviour and to improve their self image, and to enable them to manage their behaviour and/or feelings.
- j) Develop integration arrangements with mainstream schools/colleges and home, where appropriate and practical.
- k) Develop effective home school liaison and partnership with parents/carers.
- l) Facilitate access to external support agencies e.g. Educational Psychology Service, Special Needs Support Service, Child and Adolescent Mental Health Service, other health and social services as necessary. School staff should work collaboratively with them to promote multi-agency support to pupils and their parents.
- m) Actively seek to involve pupils in the local community in a positive way.

Approved by:	Date:
Last reviewed on:	June 2021
Next review due by:	October 2021