

Frewen College
ADMISSIONS POLICY

This policy, which applies to the whole school, is publicly available on the School website (<http://www.frewencollege.co.uk>) and on request a copy may be obtained from the School Office. It is also provided in the information for prospective parents and guardians, when a parent makes an enquiry for admission to the school.

Legal Status:

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the Chairman of Trustees and volunteers working in the school.

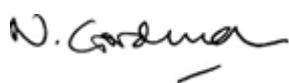
Other relevant documents:

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy
- Inclusion Policy

Monitoring and Review:

- **This policy will be subject to continuous monitoring, refinement and audit by the Principal.**
- **The Chairman of Trustees undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date of this document, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.**
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Signed:



Principal



Chair of Governors

Last reviewed: January 2020

Next review: January 2021

Admission Policy

At Frewen College we are registered to care for and educate children from the age of 7 years to 19 years covering Key Stages 2 to 4 and Post-16. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We require confirmation of the date of birth of a child.

Pupil Profile

Our school provides for those with Specific Learning Difficulties and Speech and Language Disorders as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Many of our children are referred to us and funded through the local authorities. Our age range is between 7-19 years of age. Some of our children will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment. Pupils enter our school via two routes: from independent applications, or referred and sponsored by Local Authorities

Parents or guardians/carers will also be asked to provide the school with any further information which they feel will enable us to provide their child with the best possible education. If agreed a place will be offered based on availability and in accordance with the *Code of Practice for Schools, Disability Discrimination Act 1995 Part 4* and Schedule 10 of the Equality Act 2010

For more details please see the *Prospectus*, *website* and the following *Registration form*, *Acceptance form* and *Parent-School Contract - Standard Terms and Conditions*

Admissions Criteria

Frewen College is a school for children with specific learning difficulties. The admissions criteria for Frewen College are:

- Dyslexia
- Dyspraxia
- Speech, language and social communication difficulties.

Difficulties such as dyslexia, dyspraxia, dyscalculia, social and communication difficulties, language difficulties and ADD/ADHD are all considered to be specific learning difficulties. However, the primary need must be literacy-based since literacy development is emphasised at Frewen College. So a child with a social and communication difficulty but strong literacy would not meet the criteria for admission.

- We are unable to take pupils with global developmental delay or MLD.
- Children with physical disabilities in addition to specific learning difficulties are admitted if they meet the criteria for entry. Every effort is made to make reasonable adjustments under the Equality Act 2010 (see SEN policy and Accessibility policy). However, boarders have to be sufficiently mobile to manage the stairs, since it is not possible to install a lift.
- We do not admit pupils who adversely affect the education of other pupils because of emotional or behaviour problems or ADHD that is not well controlled.
- Children can only be admitted to Frewen College if the school can meet their current needs. A child who needs a higher level of speech and language and / or occupational therapy than is available would be better suited to a school with a higher level of therapy provision.
- Boarders need to demonstrate their ability to manage their personal care, with age appropriate support
- It is the school's policy not to admit new children into Year 11. Year 10 pupils may be considered for entry at the discretion of the Principal. We will admit suitable students directly into the Sixth Form

Admissions Policy Additional notes

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date.

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person. Information sought should include:

- young person's name;
- age and date of birth;
- gender;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;

- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and
- criminal history (if any) and whether any existing criminal proceeding are outstanding.

The information provided will assist the Principal in his assessment as to whether a school placement is viable and appropriate. The Principal will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics. Should a referral be accepted for admission, the school will notify the company's finance department as soon as practically possible in order that the appropriate contract arrangements can be administered with the relevant placing authority. Measures of control, discipline & restraint and the requirement to search used by the school are made clear to the placing authority, the young person and parents/carer before the admission.

Admission

The young person's details need to be entered into the admissions register and accompanying information filed. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account of the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission and a copy of the results will be sent to the placing authority. First impressions count and the admission of the young person into our school is one of the key elements in determining the success of the school placements.

Admission Register

The school's Admission Register shows details of each child's name, sex, date of birth, name and address of all parents/guardians and one telephone number, change of address and date, full name of parent the child lives with, date of admission, name and address of last school, name of destination school and start date (if left). This register is held for three years.

Reintegration to other educational establishments

Where possible we intend for young people to be discharged in a planned and purposeful way. This may be to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. A discharge/transfer form will be sent out to the Finance Department. Any relevant documentation will be forwarded to the new establishment.

Educational Needs

Where a child who has an Education, Health or Care Plan (EHCP) or a Statement of Special Educational Needs joins our school, we will always consult with parents/guardians/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in either the *Statement* or the *Education, Health and Care Plan* (EHCP) including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents/guardians/carers, or the Local Authority if they are responsible for the fees and our school is named in Part 4 of *The Statement* or the relevant section of the EHCP. Our school has a policy and procedures for children with *Special Educational Needs and Disabilities* (SEND) in line with the *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (DfE and DoH: January 2015)

English as an Additional Language

Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our School Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school. Our school has a policy and procedures for students requiring *English as an Additional Language* (EAL).

The Chairman of Trustees

The Chairman of Trustees of the school is Mr John Stevenson, whose address for correspondence during both term-times and holidays is **Frewen College, Rye Road, Northiam, East Sussex TN31 6NL**. The telephone number on which the Chairman of Trustees may be contacted at all times is 07741634173 and the email address is chgov@frewencollege.co.uk