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PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning"

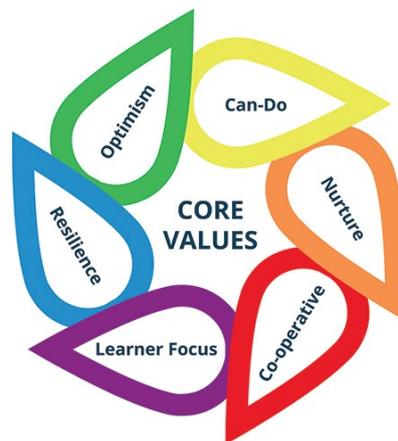
Statutory Policy File

ADMISSION POLICY

Index No: 08 (v2.0)

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Our Core Values



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ADMISSIONS POLICY

Parkwood Hall is a Co-operative Academy and we have adopted the values of the co-operative movement to assist us as we govern the school. We have also developed values for learning and teaching that inspire our students and staff alike.

Our co-operative values are self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others. These are the ways in which we do things at our school and they sit at the heart of all our policy development.

In this policy the following values are particularly relevant:

Equity: All admissions will be managed in a fair and unbiased manner according to the details set out within this policy

Self-responsibility: As a school we take responsibility for our actions and ensure there is clarity in the responses we give in relation to pupil admissions.

Openness: Our policy is accessible to all and there is clarity in relation to pupil admissions

1 ADMISSIONS AUTHORITY:

The Governing Body of Parkwood Hall Co-operative Academy (“the school”) is the Admissions Authority in accordance with UK legislation, as set out in the DfE Admissions Code of Practice 2014.

As a member of the Co-operative Movement, the school is committed to principles of fairness and transparency and will make every effort to make sure that its policies and practice comply with those principles as well as relevant legislation.

The Governing Body delegates its responsibility for pupil admissions to the Principal. The principal ensure Governors are informed of pupil admissions via the Head Teacher Report at Full Governing Body.

2 ADMISSIONS CRITERIA

The criteria for admission, published on the school’s website, are as follows:

We will consider for admission any student, male or female, who:

- Has an Education Health and Care Plan (EHCP), or such a document is in process.
- Is aged between 8 and 19.
- Is said to have cognitive ability in the range from low average, through moderate learning difficulties, to severe or complex learning difficulties
- May have a diagnosis of Autism, Attention Deficit Hyperactivity Disorder (ADHD) (with or without medication) or, or speech, language and communication (SALT) needs/difficulties.
- May have additional medical needs, such as epilepsy, dysphagia, hemiplegia, diabetes, etc.

- May have a rare genetic condition or syndrome, such as Downs, Ehlers-Danlos, Fragile X, or Hirschprung disease which can impact upon their learning.
- May have complex needs, as defined by Professor Barry Carpenter:
Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. (Carpenter et.al 2011)
- May display some challenging behaviour which arises from their learning difficulties (e.g. Autism), where such behaviour is likely to improve as a result of provision which is a better match with their needs (e.g. Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH), sensory diet, etc.).
- May have a mental health issues associated with their primary diagnosis such as anxiety linked to their Autism.

The placement should be suitable for the age, ability, aptitude or SEN of the child or young person, and that their attendance at Parkwood Hall Co-operative Academy would be compatible with the efficient education of others, and the efficient use of resources.

3 REFERRALS PROCESS:

The Governing Body have delegated the day-to-day management of the referrals process to the school's Strategic Leadership Team (SLT). Governors are kept informed of pupil admissions, so they are able to have strategic oversight of pupil admissions and use this information to forecast future requirements.

The steps of the referrals process are as follows:

1. The relevant local authority (LA) send a formal consultation letter, including a copy of the EHCP and appropriate reports etc. Because we are a state-funded school, the LA is legally obliged to do this if we are a parental preference.
2. The school's Strategic Leadership Team (SLT) will consider the consultation at their next meeting (within 7 working days of receipt of the consultation letter) and will respond to the consultation within 5 working days after the date of the meeting.
3. The response will take one of 3 forms:
 - a. It is the professional opinion of the SLT that the placement would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or that their attendance at the school would be incompatible with the efficient education of others.
 - b. There is insufficient information to make a fully informed decision and the school would like additional reports, etc.
 - c. The school's provision appears to be a good match for the child or young person's needs, and we would like to arrange an assessment.

4. The school will arrange an assessment so that the suitability of the school's provision for the child's needs will be evaluated. Issues such as the need for additional resources (e.g. 1:1 support) will be evaluated at this time.
5. Following the assessment, either:
 - a. the provision required for the child's SEN will be agreed with the LA, including the cost of any additional resources and a firm offer of a place will be made, or;
 - b. in a minority of cases, the school may judge that it is unable to meet the child's needs, despite considering reasonable adaptations, and that their attendance at the school would be incompatible with the efficient education of others or an inefficient use of resources.

4 THE PUBLISHED ADMISSIONS NUMBER (PAN)

For the academic year 2020 to 2021, the agreed PAN for Parkwood Hall Co-operative Academy is 112.

5 THE FIRST TIER TRIBUNAL (SENDIST)

If a parent of a child in respect of whom an EHCP is maintained by a local authority appeals to the First -tier Tribunal (SENDIST) either against the naming of the Parkwood Hall Academy in the child's EHCP or asking the Tribunal to name the Academy, the Academy Trust agrees to be bound by the decision of the Tribunal on any such appeal.

More information about SENDIST is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

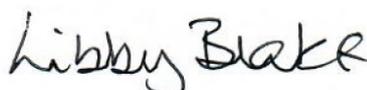
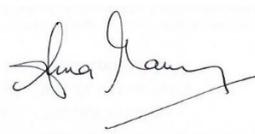
5.1 Information for Local Authorities

Parkwood Hall Co-operative Academy is not an LA maintained school and cannot be named on a Statement or EHCP by an LA where the school has decided not to offer a place, provided that the school has responded within the statutory time-frame and provided clear reasons in line with the relevant codes of practice.

A local authority can appeal to the Secretary of State for Education, requesting that they direct the school to take an individual student. Information concerning this can be found in the School Admissions Code.

APPROVAL

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed by the Curriculum and Care Committee and approved by the Governing Body on a 1 year cycle.

Date Policy Reviewed:	02/11/20
Date of Next Review:	01/11/21
Signature of Governor: <i>(for statutory policies only)</i>	Signature of Principal:
	
Date: 10/12/20	Date: 10/12/20

Version and Date		Action/Notes
1.0	1/8/18	Update of document and addition of values statement.
2.0	02/11/20	Updated November 2020 – approved FGB 10/12/20