**Arrangements for admissions to the school**

This policy takes reference to:

The Education (Independent School Standards) (England) Regulations, 2010 (Amendments 2012, 2014)

 - Part 3 WH+S, paragraphs 7 & 8

 **-** 24(1)(b), Information to parents

The Equality Act 2010

Public Sector Equality Duty Guidance for Schools in England (2014)

**Policy background**

Key issues:

* The views and wishes of the student play a central role in the admissions process
* Thorough initial assessment is necessary for the school to be sure that it is able to meet the applicants individual needs and to prepare an individualised and well planned programme within the context of the school’s curriculum including to promote pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).
* The applicant student needs to be aware that some aspects of the schools operation are influenced by its specific ethos for example the preponderance of practical subjects on the curriculum.
* The Tutorial Foundation requires a detailed assessment of the applicants learning and care needs because:
* It will only offer a place to a student where it believes it has the capability to meet that student’s needs. See admission criteria below.
* It needs to prepare an effective baseline from which to measure achievement, progress and development
* It needs to establish an appropriately tailored learning programme and an individual learning and care plan
* The Tutorial Foundation takes into consideration the Equality Duty of the Equality Act 2010 which requires it to:
* Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. Against all the aspects of a person’s identity – known as ‘protected characteristics’ – that are protected under the Equality Act 2010. These are race, disability, sex, age,[[1]](#footnote-1) religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
* Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

**Admissions criteria**

The Tutorial Foundation provides staff expertise to meet the needs of students with a range of special educational needs and complex learning difficulties or disabilities, particularly those associated with developmental delay and difficulties in the areas of communication, behaviour and emotional stability. They may have an identified condition such as Asperger’s Syndrome, ASD, ADHD or Attachment Disorder or a complex profile with conditions that co-exist with one or more special educational need or mental health difficulties.

The Tutorial Foundation is unlikely to be able to offer a place to an applicant whose needs could not be catered for by the facilities available or whose condition or behaviour would pose an unacceptable threat to the welfare, health and safety of the school’s students or staff.

Examples would include those with serious eating disorders, those with a history of serious substance or drug misuse, seriously sexualized behaviours or those with a known history of serious violence towards others especially with the use of weapons

**Procedures**

* Following referral from parents or other stakeholders (for instance social services, LAC Team or SEN manager) the school will make contact for an initial telephone conversation
* An initial visit may be arranged for the applicant, parents or stakeholders as appropriate. This will be individually arranged.
* The school asks for the Statement of Special Educational Needs and any assessments that have already been conducted. The information required covers the following areas:
* Details of educational history and achievements
* Hobbies and interests
* Long term goals
* Medical and psychological background
* Previous therapy
* Social and interpersonal background
* Current difficulties
* Management strategies
* The Senior Management team will discuss and review the existing assessment & diagnostic documentation.
* A trial period of 2 weeks may be agreed upon. During this time baseline academic assessments and risk assessments will take place, considering the pre-entry risk assessment, reports relating to educational, social, medical, psychological and psychiatric history
* If the senior management of the school feel they can meet the applicant’s needs, and if a place is available, a place will be offered.

Policy Sign off and review

|  |  |  |
| --- | --- | --- |
|  | **By whom** | **Date** |
| **Policy signed off by** | Julia Low  | 14.01.16 |
| **Reviewed by** | Tim Low | 20.01.18 |
| **Next Review By** | Julia Low | 30.01.19 |

1. For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff. [↑](#footnote-ref-1)