

**CITY OF ROCHESTER SCHOOL  
ADMISSIONS POLICY AND PROCEDURE**

*This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

In City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to students on placement, contractors, agency staff, volunteers, the Trustees and Board of trustees.

**Monitoring and Review:** This policy is subject to continuous monitoring, refinement and audit by the Headteacher. The Trustees will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: April 2023

Date of Next Review: April 2024

Version No. 2



Alicja Emmett  
Headteacher



Kirstine Boon  
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than April 2024, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require

**Legal Status:** Complies with Part 6, paragraph 32 (3)(a) of the Education (Independent School Standards) (England) (Regulations currently in force).

**Applies to all:**

- activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site;
- who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, the Trustees and volunteers working in the school.

**Designated Member of Staff responsible for Admissions:** The Member of Staff with overall responsibility for admissions to the school Alicja Emmett (Headteacher) who works collaboratively with the staff team during the admissions process.

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## 1. Policy Aims and Principles

**Admissions Policy and Procedure:** Children with special educational needs and disabilities will be considered for admission with an Educational Health and Care Plan (EHCP) and with a diagnosis of ASD. Our admissions process involves a careful assessment of a child's needs. Parents are fully involved and encouraged to tell us about their child's learning needs and ask questions about all we have to offer at City of Rochester School. Every application to City of Rochester School is considered with regards to each child's individual needs, skills and talents. We are delighted to cater for children with a range of special educational needs who have moderate to complex learning difficulties and/or physical difficulties. We aim to provide outstanding support that will encourage the development of the full potential of each and every pupil. We encourage our pupils to develop the appropriate personal, social and life skills that will enable them to become confident, independent and aspiring young adults. Ensuring that when pupils leave The City of Rochester School they will be able to either enter mainstream further education or have suitable employability skills. For The City of Rochester School to achieve its aims, the school will endeavour to make sure each individual pupil feels valued, nurtured and safe. We will ensure that each pupil has a personalised and clear pathway with achievable intermediate goals to enable them to make meaningful progress that caters for their own individual starting point and needs. We also aim to instil in each one of our pupils fundamental values of: confidence, independence, respect, resilience, perseverance as well as encouraging our pupils to have a high sense of self-worth. The journey to these goals starts with the admissions processes and policies.

**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. 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 City of Rochester School.

## 2. Criteria for Admission

- the age of the young person on date of admission must be between 5 and 18 years of age;
- the young person will have an Education and Health Care Plan (EHCP) with a diagnosis of ASD, usually as the primary need – although there are some exceptions and these will be considered on a case by case basis;
- all referrals come via a Local Authority.

**3. Admission Process Outline:** At any time, The City of Rochester School is happy to receive enquiries from parents/carers regarding the possibility of a placement at the school. While we will be able to provide information regarding our admissions processes, curriculum and other statutory information, our policy is to encourage parents/carers to engage in dialogue with their local authority in order to make a joint application. The referral process will commence upon receipt of the required referral papers. Based on the papers provided, a decision will be made at a multi-disciplinary panel on whether The City of Rochester School can meet the needs of the student. An admissions interview will be arranged for parents/carers and the young person to meet with senior members of the City of Rochester School staff as well as identified teachers and support staff. Following the interview(s), trial days are organised for potential pupils and these will be a minimum of 2 half-days. This provides a chance for young people and their parents/carers to view the school and for staff to update information, including but not limited to:

- previous placement;
- communication;

- behaviour;
- academic ability;
- life skills/self-help skills;
- religious and cultural needs and
- parent's aspirations for the future / what they want the school to do.
- attendance

An offer of a place will be made to the Local Authority (LA) to confirm the proposed fee, and on receipt of the required admission paperwork being completed a start date will be agreed between the LA, school, parents and the young person's current provision. A transition plan will be made to ensure a smooth integration for the young person.

In the first term all children will receive SALT and OT assessments (where this is possible and if it is necessary), classroom observations, baseline assessments and any other evidence gathering that may be necessary. This will ensure that City of Rochester School is able to meet need and that all admission criteria are met.

Transition plans will be made with the local authority, the parent/carer and the young person's current provision.

It is the responsibility of the parent/carer and local authority to make travel arrangements to and from the school.

- 4. Placement Breakdown:** If the school and/or parents decide that the school cannot meet the individual needs of the pupil, after all measures have been taken to meet the needs of the pupil, the school will request an early Annual Review to discuss a change of placement for the pupil. This will be done in a timely manner to minimise the amount of time of any disruption to pupils' learning.
- 5. Monitoring:** Compliance with the policies and procedures laid down in this document will be monitored by the trustees. **The trustees are responsible for the monitoring, revision and updating of this document on an annual basis or sooner if the need arises.**
- 6. Equality Impact Assessment:** This document forms part of our commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities.

As part of its development this document and its impact on equality has been analysed and no detriment identified.