

Admissions Policy



Written by:

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Date: 01/09/2022

Approved by:

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Date: 01/09/2022

Last reviewed on:

01/09/2022

**Next review due
by:**

01/09/2023

Changing Lives cater for pupils with SEMH needs. Pupils join at various times from Y7-Y11 and have often been out of education for some time or have significant difficulties in school this presents its own set of challenges, but the school aims include helping pupils modify their behaviour and re-engage with learning so that they can be successful.

Our broad and balanced curriculum is relevant, engaging and provides opportunities to achieve academic success as well as equipping pupils with skills for life. Pupils will be assessed continually at Changing Lives on how best to work with that pupil using many different strategies. Changing Lives offer classroom based learning.

Our highly-trained staff provide bespoke therapeutic interventions to target developmental gaps and enable pupils to manage their behaviour and regulate their emotions so that they can form meaningful relationships throughout their lives. We also use Restorative Approaches to build and maintain a sense of community and to provide our pupils with the ability and attitude to respect the viewpoints of others and, when necessary, take responsibility for resolving conflict and putting things right. We use Positive handling as our behaviour management programme, focussing on de-escalation and refocusing our pupils.

At Changing Lives we follow a differentiated National Curriculum concentrating on Maths and English.

Admissions to the school are the responsibility of the placing Mainstream school or the LA, in conjunction with the Headteacher. Admissions are carried out under the Local Authority admission guidance.

If Parents decide they want non-mainstream education (i.e. place in a special school). The duty imposed on the LA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted. Parents express a preference for a particular maintained special school to be named in their child's statement/EHC Plan. Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:

- The school is unsuitable to the child's age, ability, aptitude or special educational needs.
- The placement would be incompatible with the efficient education of other children with whom the child would be educated.
- The placement would be incompatible with the efficient use of resources.

The Local Authority will have deemed that a child may be suitable through a clear assessment and referral process which results in papers being submitted to the school as part of the consultation process.

All admissions to the school comply with the legal requirements as outlined within the Equality Act 2010. As such Changing Lives do not discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

Furthermore, Changing Lives will fulfil its legal duty to make 'reasonable adjustment, as outlined within the Equality Act 2010. This means that adjustments which are necessary and reasonable, for the benefit of current or prospective pupil(s), will be made once identified. However, the afore mentioned legislation explicitly states that schools are not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments. Additionally, it is legally recognised that there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable.

All pupils at this school will access a broad and balanced curriculum comprising of the National Curriculum, Vocational, Life and Social Skills courses. All our Pupils receive small group interventions some pupils may also be identified to receive additional 1:1, dependent on their current individual needs.

The process for admission and transition to Changing Lives is as follows:

1. The LA Area Office makes referrals to the school following recommendations
2. Mainstream School makes a referral to Changing Lives as an alternative provision placement
3. The Headteacher considers whether the school is likely to be able to meet the needs of the pupil and whether there is space for the pupil in school.
4. If it is deemed that the school can probably meet needs, the Headteacher will invite the child and family to visit the school for a meeting and tour.
5. Following the meeting, the Headteacher will decide whether the school can meet needs.
6. The Headteacher then contacts the LA/ Mainstream school who will advise parents/carers.
7. The transition process begins with planned visits to the school, increasing to full-time attendance. The length of time taken for this will depend entirely upon how well the pupil is settling. Every effort is made to overcome problems associated with transport to and from school during this transition period.