



School Policies

Admissions

Mission Statement

Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible.

Introduction

Horton House School is an independent special school catering for pupils with wide range of special educational needs. The admission policy has been drawn up in order to ensure that students with these complex needs are admitted to the schools in a systematic, efficient manner.

Principles

- The admissions authority for the school is the LA
- The school would expect that all pupils referred to them for admission would experience the following difficulties:
 1. Sensory impairment
 2. Behavioural difficulties
 3. Autism
 4. Certain types of medical needs
 5. Communication difficulties
 6. Learning difficulties

Normally admissions to the schools are via EHCPs.

Procedures

Pupils can be referred to the schools from a variety of places but can only be admitted to the school following a decision made by the LA Provision Panel which studies all the documentation relating to a pupil prior to determining the type of provision required.

Pupils may be referred to the school through:

- The LEA
- Other schools
- Educational Psychologists
- Sensory Support Service

Where the school is requested to take a pupil, it will enter into discussion with the LEA about the admission arrangements in the individual case.

Educational Psychologist or the LA may request that a parent visits the school. No student will be admitted to the school without the parents having visited. Parents will be encouraged to bring their child with them on the visit. No pupil will be admitted to the school until they themselves visit the school.

The visit will ensure that:

1. Parents are happy that the provision at the school meets their child's needs.

2. The School has met the child and the parents and feels that they are able on initial assessment to meet the child's needs.

During the visit the parents will be provided with an up to date information about the school and outline the range of provision available.

Even where following a visit the school and parents are happy that the school can meet the needs of their child no offer of a place will be made. It is for the LA Provision Panel to discuss any assessments available in order to determine the provision necessary.

- Where a pupil is to be admitted to the school, the LA will inform the school in writing of its decision. The LA will provide the school with any reports, assessments or documents relating to the pupil. The school will not be expected to admit a pupil without receiving any relevant paperwork outlining the pupil's needs.
- Following the notification of placement the Head Teacher will write to the parents to:
 1. notify them that a place has been offered
 2. notify them of the type of placement e.g. (assessment, part-time)
 3. notify them of the admission date.

The Head Teacher will also write to the LA to notify them of the admission date and to request that transport be provided from that date if the pupil has special transport needs.

- Prior to admission, the school will send parents the admission forms who will be asked to complete. The school nurse may also wish to discuss any medical issues with parents prior to the pupil starting school.
- Other agencies involved with the student will consult their school counterparts in order to ensure an efficient hand over.
- Pupils will start school as soon as arrangements for admission have been completed.

Pupils being admitted from other schools:

- If there are concerns relating to an individual student, the existing school will be expected to consult the Educational Psychologist attached to the school as well as discuss their concerns with the pupil's parents. Where it is felt that the Horton House School might be an appropriate alternative provision it is hoped that the Head Teacher from the existing school would contact Horton House School so that a visit to see the student in situ can be arranged. No offer of placement should be made prior to school seeing the pupil.
- Where a meeting is to be held to discuss the pupil's needs and their placement, and it is felt that the Horton House School maybe an option then the school would expect to be involved in that meeting.

- Parents should visit the school prior to any decision being made about placement. No offer of placement should normally be made prior to the visit taking place. Where the school is concerned that they would be unable to meet a pupil's needs or where they feel that the pupil should be able to be educated within mainstream provision the school will notify the LA of these concerns.
- The LA Provision Panel will make the final decision relating to the placement of the child having studied the documentation and any relevant assessments available.
- Following notification from the LA that place has been offered, the Head Teacher will write to the parents of the student notifying them of the decision, determining an admission date and the transition arrangement for the child. There will be a 6 week assessment period which could be extended to 12 weeks. It is only after this assessment period, that the school will confirm the allocation of a permanent place.
- The Head Teacher will liaise with the existing school to determine a phased transition for the child. The transition may involve:
 1. Visit the child in their existing school.
 2. Pupil being brought to Horton for planned introductory visits.
 3. LA and existing school to forward any documents and reports relating to the pupil prior to admission.
 4. Multi disciplinary team to liaise with their counterparts in order to ensure that all information is available once the pupil begins school.
 5. Parents complete admission papers and return it to the school.

Conclusion

- This policy aims to outline the criteria used for admission to Horton House School. Although the LA is the admissions authority, the school is best placed to ensure that pupils who can be educated within a mainstream setting have that opportunity. Where pupils admitted to the school for assessment are felt able to be educated within mainstream the school will liaise with the LA to ensure that the pupil has a phased, supported move from Horton to appropriate mainstream provision.

End of Policy

Audit Trail

Version	Change	By Whom	Date	Review Date
1.0	New format	R H Parker	April 2014	
1.1	Updated Policy	E Fallon	August 2015	
1.2	Updated Policy – references to EHCP's	E Fallon	August 2016	
1.3	Policy Reviewed	Executive Manager and Directors	September 2017	
1.4	Review of Policy and Accuracy Check	Head Teacher and School Secretary	July 2018	July 2021
1.5	Policy Reviewed	Executive Manager/Head Teacher	July 2021	July 2024