



ADMISSIONS POLICY

Rationale

This policy sets out the principles of admissions to Manor Green School and specifies the usual protocol for admissions.

Manor Green School is a co-educational day special school for over 260 students with a diverse range of special educational needs. All students have an Education Health and Care Plan (EHCP), apart from under exceptional circumstances, where students may be referred to us for an assessment.

The admission process starts with the Local Authority referral being received by the school and a decision to admit is subject to the funding agreement with the commissioning authority, place availability and the assessment of needs confirming that the school can meet the applicant's needs.

The Royal Borough of Windsor and Maidenhead is the "admissions' authority".

Further information can be found on their website at: <http://www.rbwm.gov.uk/>

Guidelines

Prior to admission, the following steps will be followed:

- Students are identified by a local authority;
- A local authority sends an application for a place to RBWM SEN Team;
- RBWM SEN Team sends that application to Manor Green School;
- Manor Green School assesses the application based on the documentation provided;
- If a place is available and the funding agreement is in place, Manor Green School arranges a school visit for the prospective student and their family. This is referred to as a 'prospective student/parent visit';
- The placement is considered with close regard to the student's needs, additional reports, parental views (after the initial visit) and the views of the student;
- If the placement is of interest to the student, their family and/or the local authority, Manor Green School arranges an 'admission assessment visit' – this can be to the current place of education or home;
- An agreement is reached with the placing authority regarding the suitability of the placement, the support required, the band level and a potential start date;
- An admission meeting is then organised prior to a start date to give time for any transition visits to be set up. Admissions meetings for September intake will take place in

the summer term to enable new students to participate in the end-of-term transition week;

- Student begins placement at Manor Green School;
- The Initial Placement Review is held within six weeks of the commencement of the placement. This is used to confirm the appropriateness of the placement and to adjust the banding levels initially agreed, if necessary.
- If it is felt the school can meet the student's needs, but there are no commissioned places, the school will inform RBWM SEN Team accordingly and ask them to confirm if a place will be required for the following academic year.

Entrance into Sixth form (Key Stage 5)

Entrance into Key Stage 5 is dependent on suitable programmes of study being available to meet the needs of the individual student.

Transition plans will begin to be considered and drafted from the annual review in year 9. The plan will be reviewed and revised as necessary on a yearly basis at the annual review. Advice and support will be available for students and parents, from staff in school, RBWM and independent external agencies in order to aid successful transition at the end of statutory school age.

The final decision regarding the offer of a place in KS5 will be made by the school, not the student, families or the commissioning local authority.

Implementation of this Policy

Governors and the Headteacher understand their responsibilities with regard to ensuring that this policy is implemented and that all admissions are treated professionally and fairly.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Review of Procedure

This procedure shall be subject to annual review and may be changed from time to time.

The Governing Board approved this policy on date: 24th May 2018

Handwritten signature of R. S. Kelly in black ink.

Signed:

Chair of Governors

Handwritten signature in black ink, appearing to be 'M. G.' followed by a flourish.

Signed:

Headteacher

Initial Equality Impact Assessment

Admissions Policy

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓		✓				

Question	Equality Groups																					Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender reassignment			Marriage or Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex			Undertake a full EIA if the answer is 'yes' or 'not sure'							
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No				
		✓				✓				✓				✓				✓				✓				✓				✓					
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender reassignment			Marriage or Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex			Undertake a full EIA if the answer is 'no' or 'not sure'							
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS	Yes	No	
	✓				✓				✓				✓				✓				✓				✓				✓					✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender reassignment			Marriage or Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex			Undertake a full EIA if the answer is 'no' or 'not sure'							
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS	Yes	No	
	✓				✓				✓				✓				✓				✓				✓				✓					✓	

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Ania Hildrey	15.11.13	Governors' ACE Committee	22.11.13