

**Outcomes
First
Group.**

OptionsAutism

Admissions Policy



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1.0 INTRODUCTION

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 REFERRALS

1. We accept referrals from Local Authorities (LA).
2. We are able to give parents information regarding our assessment and admission process, however, we are unable to accept referrals from parents, unless they intend to pay fees privately. We encourage parents to engage in a dialogue with their local authority and make a joint application.

3.0 ASSESSMENT PROCESS

1. Once a referral has been received from a LA, the paperwork will be read by a senior manager and discussed at the weekly Referrals, Admissions and Assessment meetings. If the pupil does not meet the

admission criteria (Appendix 1) or there are no places available, a letter will be sent to the Local Authority to inform them that the referral is not going to be followed up.

2. If the referral is suitable for assessment, a date for an Initial Contact Meeting will be made by contacting the Local Authority SEN officer. This will consist of a tour around the school for parents and child together; a discussion between parents and the Head Teacher, while the prospective pupil spends sometime in the designated classroom. An appropriate member of staff will accompany the child to a classroom to ensure that they feel secure at all times.
3. After the Initial Contact Meeting, if both the school and the family would like to go ahead with an assessment, the local authority will be contact to set up the following.
4. The assessment will consist of:
 - a. An observation by a member of the leadership team and SENDCo in the current educational placement (If child is not in an educational placement then a visit to the family and child at home will be arranged.)
 - b. The family will be invited to the school to attend a session, where the child will be placed in a suitable class and observed by a classroom teacher and/or a member of the leadership team and SENDCo.
 - c. a multi-disciplinary meeting at school where all professionals involved share information about the assessment.
5. Once the assessment process has been completed and all relevant information has been gathered, an assessment report will be compiled and a decision will be made as to whether Claystone School will be an appropriate placement for the child.

The decision will be made in line with the Code of Practice:

- a) Special Educational Needs – can the school meet the child's needs?
- b) Resources – would the placement be an inefficient use of resources?
- c) Current pupils – would the placement be incompatible with the efficient education of the other children with whom the child will be educated?
6. The LA will be notified in writing of the outcome of assessment within 10 working days of completion of the assessment process. NB. The process is deemed to be completed when all information has been gathered, which may or may not be the date of the assessment appointment.
7. If Claystone School is able to meet the child's special educational needs, an offer of a place, a start date and the proposed fee will be suggested to the LA. When the LA confirms that the offer of a place is going to be taken up, Claystone School will send a letter confirming this to the LA and to the parents.
8. The LA is responsible for making transport arrangements with the parents and will inform the school accordingly.
9. Transition plans will be made with the LA, the current school placement and the parents. This will include a social story for the pupil to prepare them for the relevant class group and communication with parents over any issues or worries they may have. A home-school contract (appendix 2) will also be agreed by both parties.

4.0 CRITERIA FOR ADMISSION

For Consideration for Admission to School:

- The child's needs should arise out of their autistic spectrum disorder, and some other related pervasive developmental disorders.
- The child will have a Statement of Special Educational Needs, issued by their Local Authority.
- The Local Authority will accept financial responsibility for the pupils' education at Claystone School.
- The child will have the commitment and support of their parents/carers to the educational approach used at Claystone School through parents agreeing to the home/school contract.
- The school is suitable for the child's age, ability and aptitude.
- The child's attendance at school would be compatible with the provision of efficient education for the children with whom the child would be educated.
- The attendance of the child at the school would be compatible with the efficient use of school resources.

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- Admissions are made on the basis of availability of placements, taking into account the above factors, plus a child's learning difficulties and age.

5.0 APPENDIX 1: HOME-SCHOOL CONTRACT

HOME/SCHOOL CONTRACT

This contract outlines school commitment and expectations for effective communication and teamwork between home and school. When you have read it, please sign the third page and return it to the School Administrator.

Our Mission Statement:

"Claystone School strives to provide effective specialist education and support to pupils with autistic spectrum disorder and their families, which will allow pupils to achieve their full potential in education and life."

In order to achieve this:

- We will provide all pupils with opportunities to learn and achieve, by supporting them with a connective curriculum which makes explicit connections between areas of learning and concepts so that they can progress to their full potential.
- We will teach appropriately to the abilities of the pupils, using specialised strategies which are communication focussed.
- We will work with the students in an inclusive, equality based manner.
- We will concentrate on the positive.
- Our school will try to raise the self-esteem of all who attend.

- We will provide a safe environment and will make sure that all pupils know who to go to if they feel anxious or unsafe.
- We will work with our pupils towards improvements in their behaviour.
- We will provide opportunities for spiritual, moral, social and cultural development.
- We promote positive and healthy relationships between all members of our community.
- We will keep you informed of your children's progress and the school activities.
- We will set homework in accordance with our school policy and in discussion with you about individual requirements.
- We will monitor and liaise with you about lateness and attendance.
- We will treat you with courtesy and work toward meeting your ambitions for your child.

In addition, you will receive: -

- Access to the electronic platforms which provide you with communication about what your child is learning on a regular basis – ClassDojo and iSAMS.
- Termly newsletters
- Positive praise and good news items weekly.
- Annual Reviews
- Therapists' reports
- Telephone calls as necessary but at least once a fortnight.
- Incident reports upon request
- Termly Progress data about your child against their EHCP outcome

As a family will you?

- Give your son/daughter every possible support to achieve the highest standards.
- Work with the school towards meeting your ambitions for your son/daughter.
- Support the school's policies and guidelines for behaviour.
- If behaviour at home or at school is presenting challenges, then it is essential to work together by sharing information and agreeing strategies.
- Support and encourage your son/daughter to complete his/her homework and discuss any difficulties in this area with the teacher concerned.
- Ensure regular attendance and good punctuality, telephoning the school on a daily basis to explain any absence.
- Attend school consultations/Annual Reviews and take an active part in monitoring your child's progress by filling in parental contributions for the meetings.
- Communicate changes in home circumstances to the school.
- Provide up to date contact telephone numbers for yourselves and emergency contact.
- Follow the complaints procedure if you are not satisfied with any aspects of the school.
- Read and sign all forms and return them within the required time.
- Pay for specific activities promptly e.g. swimming, trips out, cooking, and snacks.
- Read and comment regularly on your child's home activities and behaviour, on ClassDojo especially after weekend and long breaks.
- Agree regular medication administration requests with the Head teacher, prior to any medication being sent in. Any other medication must be accompanied by a letter of request by parent.

- Collect your child from school upon request if they have a temperature, stomach upset, injury causing concern or any contagious/infectious condition.
- Liaise directly with transport companies if there are any problems, issues or changes to arrangements.
- Monitor computer and video games, TV and video programmes and magazines which may confuse your child's interpretation of reality. Such programmes and videos should not include violence or sexual content.
- Ensure all pupils come to school in school uniform, which is clearly labelled.
- Treat members of the school community with courtesy.
- Collect your child from school upon request if they have a temperature, stomach upset, injury causing concern or any contagious/infectious condition.

I have read and agree to the Home/School Contract

Signed: _____
Date: _____
(Parent signature)

Name: _____ **(Print name)**

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Policy Owner: Headteacher
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Date of Next Review: September 2026



**We are part of the Outcomes First Group
Family, by working together we will build
incredible futures by empowering vulnerable
children, young people and adults in the UK
to be happy and make their way in the world**