



## **Brearley Hall School Admissions Policy 2023/24**

Brearley Hall School is an all through mixed SEMH school for pupils aged 7-16 years and pupils will be admitted without regard to aptitude or ability. The normal years of entry are Year 3 (primary phase) or year 7 (secondary phase).

We consider for admission students between the ages of 7 and 16 years of age who have a Statement of Special Educational Needs/EHCP which refers to social, emotional and mental health difficulties. If the Statement process is underway, our policy also allows us to make an admission. Children without an EHCP can be admitted if we feel that we can meet their needs.

### **Procedures**

Having received a referral and the relevant paperwork from a Local Authority, we endeavour to expedite the process; often a student will already have had significant time out of school, and it will be in their best interest to engage with education as soon as is practically possible. The whole process involves both parties feeling that the 'match up' is right and that our provision can meet the student's needs.

The student and parent/carer are then invited to look around the school and we then have a follow-up meeting. After this, our Head of Education and Lead Teacher meet to look at all the information collected. From the outset, our Admission Support Worker (usually the TA) is at the heart of the process, trying to build a trusting relationship with the student and family/home.

### **School and home**

Upon the offer of a place, we ask parents/carers to sign our Admission Agreement; this contains information about our key policies, procedures and practices.

### **Fees**

The referring Local Authority is responsible for the paying of all school fees as defined by the National Contract for placement of students. All provision described within our Prospectus, including our therapeutic interventions are covered within our fees. If a more specialist intervention is needed prices will be available on request.

### **Transport**

The Local Authority makes transport arrangements for some students attending the school. We also have staff vehicles, which provide transport for students; these are used mainly for outings and activities in line with the Care and Education of our students.



## School dress/equipment

Children are expected to follow the school's uniform policy and are expected to wear the following items of uniform for school:

Black or grey trousers

White polo shirt or shirt

Royal Blue jumper or cardigan.

Black shoes or trainers with no logos.

For Physical Education and activities children should wear appropriate clothing which includes.

Suitable footwear – trainers or wellington boots for forest school activities.

Tracksuit bottoms

T shirt

Pupils should also have appropriate weather proof clothing e.g – a sun hat on sunny days and a coat for winter period.



When a new child enters Timeout we follow the following process to enable their transition to school to be as smooth as possible.

## **Education and New Arrivals**

As we all appreciate, when a young person first arrives with us in one of homes, it can be a challenging time for them. It can often take weeks before they feel settled and integrated. In education, we appreciate that this time is challenging for all concerned, but we do need to have a plan in place to get them into education as soon as possible.

### **Induction to School**

We know that each young person is different and will need to be dealt with in accordance to their varying needs, but we suggest the following pattern for new starters:

Week one - settle into the home

Week two – start the process below

Therapeutic care worker to go through the school prospectus with the young person.

Visit to the school for an informal visit of approximately 20 minutes. Meet with Head teacher or Lead teacher and complete the Focus Profile that gives us a pen picture of the young person so that we can address their interests as soon as they come in as our first engagement strategy. Tour of the school building and meeting the staff team. This provides the student opportunity to ask questions and familiarize themselves with the school.

Accompanying staff to bring all relevant paper work for our files: PEPs/ Placement Plan/ Risk Assessments/ SENd/EHCP and Previous School records if possible.

Visit the school for a second visit to meet the pupils.

Half day timetable for two weeks – mornings or afternoons only to be agreed around the individual child.

Week five – full timetable if appropriate

Week six– Maths and English Baseline Assessments using Rising Stars assessments and Teacher assessments of need

Week five/six – SNAP Behaviour/ SNAP SPLD assessment complete  
Strength and Difficulties Questionnaire to be complete.



Week 6 – review current provision and individualise the timetable to meet need if necessary.

*Ongoing* – Weekly meetings between lead teacher and homes manager to update on progress in school and identify further areas of support as needed.

