



NEW FOREST SCHOOL

New Forest School Admissions & Referrals Policy

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1. Aims

This policy aims to:

- Explain **the process for referral, selection and admission** to a place at New Forest School
- Set out the **arrangements for allocating places to the pupils** referred to New Forest School
- Set out the school's process for **transition of new students** starting at the New Forest School

2. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

3. Definitions

The **normal admissions round** is the period during which parents can apply for state-funded school places at the school's normal point of entry, using the common application form provided by their home local authority.

Looked after children are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order, or
- Became subject to a special guardianship order

A child reaches **compulsory school age** on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

4. Referrals To New Forest School

4.1 Referrals

The referral of a student to New Forest School will normally be handled by the Local Authority responsible for your child.

Professionals, schools, parents and carers are all welcome to make informal enquiries to the school. However, New Forest School works in partnership with the Local Authorities and it is they that will ultimately handle the referral.

New Forest School provides education for students who have:

1. Severe or complex Special Educational Needs
2. Behavioural, Emotional and Social Difficulties
3. Experienced Life Trauma
4. Autism

5. Learning disabilities
6. Educational phobias
7. Been excluded elsewhere

4.2 Planned Admissions

A referral process is in place, enabling comprehensive relevant background information and identified needs, to be gained from the prospective placing authority.

An initial judgment is made at this point, based on our ability to successfully support the educational needs of this student, and considering any potential conflicts that may arise with existing students.

We would hope that the placing authority representative either and parents (if applicable) would visit New Forest School following an initial referral. This allows them the opportunity to be fully conversant with the services available.

A visit is made to the prospective student, usually by Head Teacher to identify the suitability of New Forest School for the student and their likely motivators to engage with us.

Following this point, a decision is made about whether to accept the placement and if agreed, a transition plan is formulated alongside the placing authority, student, family (if applicable) and current educational placement.

The full investigatory and information gathering process commences.

4.3 Emergency Admission

Emergency admissions follow a similar route with the referral information being gained and assessment undertaken of suitability. Due to the nature of emergency referrals, it is often not possible to visit the student, prior to admission. However, clear risk assessments will be made prior to acceptance.

New Forest School aims to ensure the safety and well-being of all students by providing a safe physical and nurturing environment, to allow the healing process to begin.

It is our strong belief that it is crucial that referrals are considered very carefully. Those outside of our remit, will not be admitted.

5. Transitions

Each transition is planned specifically around the needs of the student.

All staff working at New Forest School understand the practical difficulties and the various emotions faced by students when moving to a new school.

In order to best support the student at this difficult time staff from New Forest School work closely with all parents/carers/professionals to implement specific support measures in all cases. These may be added to where necessary and as agreed.

The full background history of the student is carefully researched by either a senior manager or the Psychotherapist by reading the case files held by Social Services, any medical files held by CAMHS and undertaking meetings with the student, parents and significant people (past and present) in the student's life.

The Headteacher/Head of School and their SLT are fully involved and informed throughout this process.

The student will also have planned visits to the school to look around.

5.1 Requirements from placing authorities prior to admission

Prior to any student being placed within New Forest School, we request that as much information as possible is given in advance of the placement to enable staff to plan for the student's admission.

Information provided to New Forest Care for the residential placement will be shared, when appropriate with staff from New Forest School.

For all young people who are subject to an educational statement/EHC Plan, New Forest School will require a copy of their Statement of Special Educational Needs/EHC Plan and latest review minutes.

It is found to be helpful to also have copies of previous professional assessments completed for the student.

In addition to all the above, New Forest School has its own internal referral and consent forms to be completed by the person with Parental Responsibility. These must be in place prior to the placement commencing.

5.2 The day of the admission

Every effort will be made to make the student's first day as relaxed and un-pressured as possible as it often scary and difficult for students to move to a new environment. They will be involved in selecting favored lessons to attend and will be given the opportunity to meet peers and staff.

A programme of study will be agreed before the student arrives and a gradual integration in to the school will be planned to help alleviate anxieties.

6. Allocation of places

6.1 Criteria for Allocation of Places

The school considers the following criteria when deciding to allocate a place at New Forest School.

1. Does New Forest School have places available.
2. Is New Forest School able to meet the specific needs of the student being referred.
3. Does New Forest School have space in a suitable class group (matching needs).

6.2 Refusal of Admission

The Head Teacher reserves the right to refuse admission in the following cases:

1. The school is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources.
2. Where the admission of a student would compromise the Health and Safety of students and/or staff within the school, or, would seriously compromise or disrupt the education of students already within the school

9. Monitoring arrangements

This policy will be reviewed and approved by the directors every year.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the governing board will publicly consult on these changes.