



Abbott
20.10.14

PUPIL ADMISSION POLICY

DATE OF POLICY: 30.09.03

REVIEWED: OCTOBER, 2007/OCTOBER 2008, OCT 2010, MARCH 2014

TO BE REVIEWED: MARCH 2016

SCHOOL DESIGNATED PERSON: YVONNE LIMB

A pupil will be admitted to Springwater School:-

- If he or she falls within the terms of the current approval for the school.
- When a child has a statement of special educational needs maintained under Section 324 of the Education Act 1996 and the name of the school is given in part 4 of the statement.
- For the purposes of assessment when the Authority (North Yorkshire LA), parents and school and any relevant professionals who are involved in the assessment are all agreed that the child's needs are such that action should be taken immediately.
- As an emergency or provisional placement where, for example, a child arrives unexpectedly in North Yorkshire and exhibits significant learning difficulties of the kind which would normally warrant a statement.
- On a temporary basis when a child does not have a statement and is not the subject of assessment but, for example, has received serious injuries from which the child is likely to make a full recovery in the long term. A review of such an arrangement will be made within one school term.
- The power to admit a pupil is delegated to the Head Teacher. In certain situations she may wish to take the case to Governors' Pupils Committee.

Consultation with parents and schools before naming a school:

- Before specifying the name of a particular school in a statement, the Authority will consult with the parents of the child concerned and the governing body of the school.
- Where the parent of the child concerned has expressed a preference as to the school as which he wishes education to be provided for his child, the LEA will name the parent's preferred school unless:
 1. The school is unsuitable to the child's age, ability or aptitude or to his special educational needs; or
 2. The attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom he would be educated of the efficient use of resources

- The Authority will give due consideration to the views expressed by those consulted but the final decision lies with Authority. Once a school has been named in a statement, that school has a statutory duty to admit the child;

Note. If it is refused then the Authority could complain to the Secretary of State that the governing body have failed to meet its statutory duty. However, if the school governors felt that there were strong grounds for not admitting they could complain to the Secretary of State that the Authority had acted unreasonably.

- As part of its consideration the Authority will take into action the grounds listed above. In so doing it will be mindful of :
 1. the terms of the approval of the school concerned.
 2. the number in the particular year or teaching group and classroom arrangements in the school.
- If the school or unit concerned operates an admissions panel its purpose will be to enable the school, having been consulted by the Authority, to come to a decision as to whether or not the admission of a child was compatible with the provision of efficient education for the child with whom he would be educated or the efficient use of resources. The discussion at the panel will inform the response of the governing body to the LA. The final decision lies with the Authority;

Oversubscription/allocating limited places between children/waiting lists:

- If the governing body of a school or the Authority are consulted by another LA which is proposing to name a North Yorkshire school or unit in a child's statement then the school and the Authority will discuss the proposal before replying.

Admission Arrangements:

Once a place has been agreed, the following operational arrangements need to be made:

- SEN Group to organise transport.
- School Office to gain access to paperwork.
- Parents/School/MDT need to liaise. to ensure appropriate plans are in place to ensure Health & Safety of child.
- In some circumstances it is mutually beneficial to have a phased transition into school.

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