



Clovelly House School
Stay safe, respect, achieve

Admissions Policy

January 2024



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Admissions Policy Statement

1. Introduction

Clovelly House School is in the grounds of Clovelly House, a children's home for up to four young people who are looked after fifty-two weeks of the year. The school consists of wooden eco-buildings offering full-time education to up to ten mixed gender pupils from 10-19, including day scholars. In addition, the school has an annex in Enderby, eight miles away, which is registered for a further ten pupils.

2. Purpose

The purpose of this policy is to ensure that transparent and fair admission procedures are adhered to. In Clovelly House School the Principal and the Management Team are responsible for the admission of all pupils. All young people who are placed in Clovelly House will be admitted to Clovelly House School. Additionally, day scholars may be placed at Clovelly House School and ten additional pupils at the Enderby site.

3. Statutory Guidance

Clovelly House School will comply with the Sex Discrimination Act of 1975, which states that admissions policies must not discriminate against applicants on the grounds of sex except where the school is a single sex school and that in a co-educational school admission figures may not be used to achieve a fixed proportion of boys or girls at the school, as this may be breach the Sex Discrimination Act. In addition, according to The Race Relations Act 1976 it is unlawful for admission authorities to discriminate against applicants on the basis of race, colour, nationality or ethnic origin. This policy should be read in conjunction with the Clovelly House Equality and Anti-discrimination Policies as well as the SEND and curriculum policies and should be reviewed annually.

4. Pupil Profile

The school is registered as an Independent Special School. The pupils who attend the school have primarily SEMH, (social, emotional and mental health), needs. In addition to these, the pupils may also have mild to moderate learning difficulties, specific learning difficulties such as ASD, (Autistic Spectrum Disorders), Dyslexia, Dyscalculia, ADHD, (Attention Deficit Disorders), Mental Health Difficulties and/or other complex needs. Therefore, the pupils who are admitted to Clovelly House School will all have SEMH needs, but may also have additional needs.

5. Roles and Responsibilities

Principal and Senior managers

The Principal and senior managers will ensure that:

- * the admission arrangements are reviewed annually, and that all stakeholders are consultation about any prospective changes
- * the arrangements for the admission of pupils to the school are published in the school prospectus and are made available to Local authority advisors, and parents/carers
- * the school has an up-to-date admissions register
- * the school does not exceed the number and age range of the pupils as specified in the school's registration documents
- * the school manages its own referral process



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Head of School, managers and other staff:

The Principal and Head of School will ensure that:

- * pupils are admitted in accordance with this policy
- * a matching process takes place when considering individual young people to Clovelly House School

School pupils are only placed if it is appropriate to the needs of the whole school group as well as to their individual needs

- * the Principal and Head of School will ensure that documentation from the pupil's previous school placement is obtained as soon as possible
- * the teaching staff read the profile of the pupil and embark on an assessment of need of the pupil on referral.

All staff members are expected to follow this policy when advising prospective pupils, parents, social workers and referring bodies.

6. The Referral Process

Initial contact is made through the Principal, Head of School, Home Manager and the office.

Representatives of Local Authorities, the Education Services, Social Services, Justice or Health Authority may formally refer a young person to the School. Copies of all relevant documentation are requested at this point, including Statements of Education Needs, Education, Health Care Plans and past education history. The school admissions team meets weekly to discuss whether potential referrals are a likely to be match for the school and should be considered further.

Local Authority advisors, Social Workers, Parents and prospective pupils are welcomed to visit the school prior to any formal referral being made, during the referral process and subsequent placement. Additionally, the Principal, Home Manager and or Head of School may go out to visit professionals and the pupil at their previous placement. All visits are to be made by prior arrangement with the Principal and/or Head of School. A meeting of all parties concerned with that prospective pupil takes place in order to agree a particular plan of action regarding the young person's education.

7. Planning for Transition

Prior to the pupil being admitted to the school, the teaching staff will be given all documentation relating to the young person, including the young person's risk assessment (if available).

It is the duty of the Head of School to liaise with the pupil's social worker and past/current school to establish links to find out information regarding the new admission. Emphasis is placed upon developing positive relationships between the pupil and staff allocated to support the transition to the new school.

8. The Enrolment Process

7.1 Pupils may enrol at any point during the school year and at any time in their school career. The school may decide to admit emergency placements, however, the normal process for enrolment will follow these steps:

- * With regards to Day pupils, the Local Authority sends out referral paperwork to request the school to consider if the pupil may be suitable for the school
- * The Principal and Head of School considers the paperwork and either refuses to admit the child on the basis that the school will not meet his/her needs or that they are not a match for the school or the school makes an offer of placement to the LA or the young person's representative.
- * The Local Authority informs the young person's parents/carers and invites them to contact the school to make arrangements for a visit.
- * The parents/carers may wish to visit the school. This is done at a convenient time for both parties
- * The parent/carer decides if they want to place their child at the school. In this case they inform the Local Authority. If the parent/carer decides not to request a place at the school the referral does not proceed unless the pupil is placed by the Local Authority.
- * The local authority informs the school that the pupil will be placed
- * The young person is given a start date.



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- * On admission, the young person may engage in an initial period of assessments time to be decided.
 - * Following this the student will be allocated to a class group and will be given a timetable of classes to commence education.
 - * On admission to the school, all pupil data and details will be recorded on the Admissions register. A confidential personal file will be set up for the pupil and will be stored securely in the school office. This information will remain stored according to data protection regulations.
- Pupils who have high anxiety and who are unable to attend school initially, will be recorded in the school admission register, and an allocated staff member/staff members will go out to the pupil with a view to building relationships and confidence and with a plan to begin to visit the school gradually and to build up, eventually, to attending full time in the school.
- Pupils who cannot manage to behave acceptably at an education site may be offered an alternative education package with the approval of the Social Worker, parents and all stakeholders. The pupil will, however, be registered at the school site and all efforts will be made to ensure that the pupil works towards reintegration and maintaining a full-time education placement on his/her allocated school site.

See also: Clovelly House School Policies on 'Equal Opportunities'
Clovelly House School Policy on 'Special Educational Needs'
Clovelly House School Policy on the 'Curriculum'