



## **White Ash Primary School**

### **Admissions Policy**

Policy reviewed: Autumn Term 2024

Next review date : Autumn Term 2026

#### **Introduction**

White Ash Primary School is a generic special school for pupils aged 2 to 11 years who have a wide range of learning difficulties including moderate, severe or profound and multiple learning difficulties, children who are on the autistic spectrum or have communication and language difficulties. The school is located within the Hyndburn district of Lancashire Education Authority.

#### **Rationale**

Through our Admissions Policy and Procedure, the Staff and Governors wish to ensure that all admissions to the school enable a child to settle into the life and routines of the school as easily as possible. The school wishes to work in partnership with parents / carers, and to be supportive and sensitive to the needs of the child and his or her family.

#### **Aims**

- To ensure that a child's introduction / transition to White Ash Primary School is made as easy as possible for the child and his or her family.
- To establish professional and supportive links with parents / carers.
- To begin a positive partnership with parents which will continue throughout the child's education at White Ash Primary School.
- To enable the parents / carers to learn about the school, the curriculum and its staff.
- To enable the staff to make early assessments of the child to ensure that Individual Education Plans / protocols and procedures are in place as soon as possible.
- To liaise with parents, carers and all professionals who have worked with the child prior to them attending White Ash Primary School, in order for the staff to gain an early knowledge and understanding of the child's special educational needs.



## Admissions Procedure

1. Parents / carers request a non-prejudicial visit to see White Ash Primary School.
2. An invitation is sent to attend an open morning in school. The parents or carers are shown around school. Parents / carers are given the opportunity to ask any questions they may have. During the visit the parents or carers meet school staff and are able to see class groups in lessons and activities. They also have the opportunity to have short discussions with individual members of staff, where appropriate and meet some of the pupils.

### Transferring from Mainstream

If the parents or guardians feel that a transfer to White Ash Primary School is appropriate for their child, an Educational Psychologists Assessment is arranged by the mainstream school along with an Annual Review meeting to discuss the child's future school placement with parents and all the professionals concerned.

3. Parents make a request for a place via the Local Authority's SEN office.
4. The SEN Office then requests a place at White Ash Primary School. This is via a letter sent to the school.
5. If a place is available and the needs of the child can be met, a letter is forwarded from school to the Local Authority (LA), stating an appropriate start date for the child.
6. The LA confirms the child's placement at White Ash Primary School via a letter to the parents / carers. A copy of this letter is also sent to school.
7. The LA also forwards to parents a transport request form which when completed is processed by the LA.
8. School sends a 'Welcome Pack' to parents / carers which includes home school agreement, data collection, uniform requirements, the payment of dinner money and school holiday dates etc. Permission forms for educational outings during the normal school day and the taking of photographs are also sent to parents/ carers to complete.
9. The class teacher, DHT or Home School Liaison then contacts the parents or guardians to arrange a mutually convenient appointment in school or a home visit, prior to the child starting school.
10. During this meeting parents / carers are asked to provide any information which they feel will be useful to help the child settle into school easily. This usually includes details about the child's personal care needs, such as, how or what the child eats and drinks, whether they are toilet trained or a toilet training program is in place, what their favourite activities are etc. Where required, parents also meet with the school nurse, to discuss any medical issues, draw up medical protocols, risk assessments, manual handling plans and complete medical consent forms. Assistance is provided for parents over the completion of these forms if it is required. Arrangements are then made for some transition visits to school prior to the child's starting date.



12. During Transition, school staff liaise with the child's present, nursery school or Child Development Centre/Mainstream school to enable them to be provided with any essential information such as the child's ILP and assessment data. Permission is gained from parents / carers to enable this liaison to take place.

13. For children who will be commencing their place at the start of the academic year in Key Stages 1 and 2, may attend mornings or afternoons for the first week. Children joining the EYFS Department enter on a part-time basis for the first 2 weeks, this is arranged at the parents meeting.

In the Autumn Term we hold a parents evening, where there is an opportunity to learn more about their child's new school and ask questions.

### **Transferring from Mainstream**

A transition plan is agreed with parents, which is appropriate for the needs of the child. This involves arranging the child's Transition / link visits with parents/carers and the child's mainstream school, which will enable the child get to know White Ash and his/her new peers and staff. During visits parents / carers are asked to provide any information which they feel will be useful to help the child settle into school easily. The transition plan may also involve visiting the child in their current school to share information about past assessments, progress made and Individual Learning Plans.

### **The First Day at School**

The child is welcomed into class on his or her first day and gradually introduced to all the activities and the school routine. Children are closely supported and guided by staff throughout all activities, at lunchtime, when travelling around the school and in the playground to ensure that they feel re-assured and comfortable in their new school surroundings.

Class Dojo log in details are sent to all parents in order for them to keep in touch with what is going on in school. Class staff will privately message each day to inform parents/carers about their children's activities etc. Parents / carers are encouraged to write regularly, especially about any appointments their child may have and other important information such as whether their child has slept the previous night or refused breakfast etc. (Information and comments from parents or guardians can often be a good starting point to the school day).

Parents/carers are encouraged to come into school to discuss any issues however big or small but we do request that they ring first to make an appointment so that the member of staff can be released from the classroom. Parents/carers are also able to ring school whenever they wish if they need to discuss anything over the telephone.



## **Starting School Review**

A Starting School Review is held approximately six weeks from the date of entry into school. This is an opportunity for parents/carers to discuss how their child has settled into school life and to confirm that the school is meeting their child's needs.