



Admissions Policy

Next Review: May 2021

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RATIONALE

The Harbour School (THS) supports learners in mainstream school, at college, on work experience, accessing private and voluntary provider courses, as well as providing programmes for learners out of school for a range of reasons. This policy therefore covers the criteria and processes for:

- Requesting a placement at the school
- Requesting support for learners in mainstream school

REQUEST FOR PLACEMENT AT THE SCHOOL

Criteria:

The learners will

- Be aged 9-16 years (Individual Tuition from age 4)
- Have a history of significant behaviour problems over time despite a number of interventions tried by their school and support services, which is placing them at risk.
- Be at risk of permanent exclusion from a one off incident.
- Have significant problems in making and sustaining appropriate relationships with peers and/or adults (e.g. isolation, rejection by peers, excessive dependence on adult attention, high anxiety).
- Show behaviour which is bizarre, self-injurious or which endangers others.
- Show evidence of significant unhappiness and/or disaffection over a sustained period, perhaps accompanied by prolonged periods of absence and a negative attitude towards schooling.

In addition, learners placed at the school may:

- Have low attainment, particularly in core skills, which cannot be explained solely in terms of general learning difficulties.
- Have specific learning difficulties which may have contributed to low attainment, frustration and low self-esteem.

Admission Procedures

- a) For learners with Education, Health, & Care Plans (EHCP):
- Request for placements are made to the school by the SEN/Lead Links Inclusion Support Panel. (ISP)
 - Requests are made in writing to the school accompanied by the learner's EHCP /school reports, parental views, annual review report for learners with EHCP's and copies of all professional reports.
 - On receipt of a request for admission the Senior Leadership Team will consider the child's needs and reply to the Statutory Assessment Team within 10 working days.
 - Parents may have already visited the school, if not they should be offered the opportunity to visit at this stage.
 - In the event that the school considers the child unsuitable for admission for any reason, we will put their concerns in writing and the case will be considered by the Inclusion Support Panel
 - Final decision to confirm the placement will be made in writing to both parents and school by the Local Authority. All placements are made with full parental agreement.
- b) For learners without an EHCP:
- The referrer will complete a Change of Placement (COP) form providing full details of the learners needs, support provided by the school to address the needs, curriculum levels, information on other services who have been involved, medical evidence (where appropriate) and any other relevant information.
 - This referral will clearly state the length of 'timeout' required and what new skills should be taught prior to reintegration
 - The referral will then be discussed and voted on at the FAP/Lead Links ISP followed by a meeting between the SENCo and Site Managers to discuss an appropriate timetable for induction.
 - Where a learner is offered a place at the school, they will be admitted in accordance to a timeframe agreed with the parent/carer, referrer and THS.
 - The referrer will be informed by the ISP panel outcomes within 48 hours.
- c) Emergency placements
- Where a learner is at risk of permanent exclusion, the Local Authority will contact THS and agree that an interim placement is required.
 - A placement can be made available within 6 days as long as there are vacancies within the allocated number of places as set out in the SLA between THS, Local Authority and Portsmouth Schools.
 - ISP and THS will then liaise with the new school to reintegrate the learner when they are ready to return to mainstream school.

REQUEST FOR SUPPORT FOR LEARNERS IN MAINSTREAM SCHOOL

There are currently three services available from THS to support learners in their mainstream setting:

- a) In school support from our Multi-Agency Behaviour Support (MABS) team.
 - A request for support from MABS is made jointly by school staff and the parents/carers of the young person using the MABS Request for Support Form. The young person also has the opportunity to express their views.
 - Decisions regarding the allocation of work to MABS are made by the MABS Core Group who meet weekly to consider the requests to the service on a needs led basis and can include support to the young person, their parents/cares and/or their school staff.

- b) Support from our Young Parents' Support Service (YPSS).
 - A request for support from YPSS is made by the school staff, parents/carers and the young person using the THS request form. The request then goes directly to the YPSS.

- c) Support for learners who are physically unwell and unable to attend school for a period of time.
 - Young people who require a period of support from the Individual Tuition Service due to a medical condition that prevents them from attending school are referred directly to the Inclusion Support Panel and with the necessary medical evidence (see Individual Tuition Service Policy for more detail).