



Heritage Park School

Admissions Policy

2022-2023

Written by Mark Fairbrother: January 2023

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Introduction

This policy complies with the statutory requirements and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- Children and Families Act 2014
- Schools Admissions Code Dec 2014
- Issues of suitability and/or compatibility.

An admission of a child must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil (Equality Act 2010).

Overview

Heritage Park School is an SEMH specialist settings in Sheffield. We are commissioned by the Sheffield Local Authority for 100 places. We do not accept any placements from children residing in other Local Authorities. We accept children who have an Education Health and Care Plan (EHCP), which identifies social, emotional and mental health difficulties as their primary need. Assessment places are not offered.

Consultations

Prior to naming the school on a child's EHCP, the LA must consult with the school over the admission of the individual child and carefully consider the school's response, parental views and whether the school is suitable for the child given their age, ability, aptitude and SEND and whether the admission would be incompatible with the provision of efficient education at the school or the efficient use of resources. The SENCO is responsible for completing consultation responses within the 15 day timeframe on behalf of the Principal. The consultation process may involve conversations with parents/carers, current or previous schools, social care and other professionals. It may involve a visit to the child's current school to assess their suitability for a placement. Children would only ever be accepted in Y11 under exceptional circumstances.

Organisation

The school provision offer is broadly based on national curriculum year groups, however children are grouped according to 'stage not age' and are allocated the most appropriate group according to their need and presentation.

Within school, there are 3 distinct phases: Rivelin (KS2), Loxley (KS3) and Sheaf (KS4).

All classes have 8 pupils with a staffing ratio of 1:4. There is typically 1 Teacher and 1 TA with a class of 8 children.

Planned places in the school are as follows

Year Group	Phase	Phase Capacity
Y3	Rivelin (KS2)	32
Y4		
Y5		
Y6		
Y7	Loxley (KS3)	34
Y8		
Y9		
Y10	Sheaf (KS4)	34
Y11		
TOTAL		100

The basic staff to pupil ratio is 1:4 in most cases, this provides the basis on which the best educational and other outcomes for pupils can be achieved and allows the school to operate safely and to effectively promote and safeguard the welfare of all children. Some children are eligible for a higher level of support and may have a 1:1 TA linked with them in addition to the TA in the class.

Funding

The school receive place funding from the Local Authority. We do not accept private funding arrangements or placements funded by other Local Authorities. We may request a higher level of funding for individuals who present with a severe or more complex combination of needs.

The Consultation Process

We are able to give parents/carers information regarding our assessment and admission process on enquiry. We encourage parents to engage in a dialogue with the local authority and to make a joint application. The school will take referrals and organise admissions assessments at any point in an academic year.

Once a consultation has been received from Sheffield LA, the information will be read by the SENCO. The school should reply within 15 days.

If sufficient paperwork is provided, a decision can be made based on this whether a placement can be offered or not. This process may include discussion with the LA, the family of the child and the child's present or most recent school. In some circumstances, it may be necessary to observe the child in their setting in order to make a final decision.

Heritage Park School must agree to being named in a student's final EHCP, except where they feel the following conditions may apply:

- The school cannot meet the child's SEND
- The placement would be an inefficient use of resources

- The placement would be incompatible with the efficient education of the other children with whom the child will be educated

The reasons for incompatibility are not limited to educational issues. In considering the school's position prior to responding to the local authority, the school will take account of the planned class size, year group numbers and learning area into which the child would be placed. The school's position is that the maximum class size, year group and phase size are set out in this policy and numbers in excess of that maximum are grounds for incompatibility within the provision of efficient education as it would run contrary to the model of educational provision which works effectively within the school. The school's decision in regards to this matter is final.

The consultation response will be returned to the LA and the case will be heard at the SEN placement panel. The school will be informed of the decision of the panel and will be supplied with the panel outcome and the final EHCP naming the school in section I.

The SENCO and Transitions team will liaise with the family, the LA and the previous school to agree an appropriate timescale for the admission, taking into account other children transitioning to the school and current cohort levels within the school.

Pupils will be admitted to the school at the start of a term in order to minimise disruption to the education of others and to ensure a smoother transition.

Transitions

The SENCO or a member of the phase that the child will be going into will meet with parents / carers to obtain up to date information, including but not exclusive to the following areas:

- Data collection
- Likes and dislikes
- Context and history
- Previous placement
- Behaviour triggers and strategies
- Academic ability
- Religious and cultural needs
- Parents' aspirations for the future / what they want the school to do
- Current multi agency involvement
- Family organisation.

The family will be invited to come into school to complete the paperwork with a member of staff, or complete it at home and then send it into school. Staff will co-ordinate between the present school (where there is one) and the family to plan the transition. In some circumstances these meetings will be held over the phone or virtually and families are only invited to visit the school when their admission is imminent and their visit is coordinated after other children have gone home.

The previous school will be asked to complete a data collection form sharing information about the child, their current levels and safeguarding information. This is passed on to the relevant safeguarding team who then make contact with Social Care and other outside agencies.

The transition plan will be mutually agreed between the family, the present school and Heritage Park School to create a bespoke plan that meets the child's individual needs and circumstances. All children undergo annual reviews as laid down by the SEND Code of Practice.

Visits

In circumstances when we are unable to facilitate visits to the schools in person, information can be accessed on our website www.hphm.org about the school day, the prospectus, uniform and more. Parents are welcome to call the schools to speak to the SENCO about their child's individual needs and whether the provision is appropriate to meet their needs.

Tribunals

Although parents can indicate to their local authority the school of preference to be named at part 4 of their child's statement of SEN, the authority may not agree with the placement identified. In such circumstances parents have the right of appeal to the First-Tier Tribunal (SEN & Disability) service run by Her Majesties' Courts and Tribunal Service.