Royal Cross Primary School for Deaf Children
Admissions Policy

Introduction

Royal Cross Primary School for Deaf Children is a specialist school for pupils aged 3 to 11 years who have a wide range of hearing impairment. The school is located in Preston and is the identified county provision for deaf / HI pupils within Lancashire.
With the agreement of local neighbouring authorities, it is possible to accept pupils from out of county on a case by case basis.

Rationale

The majority of our admissions take place in September but will be considered at any time during the year. Prospective parents and their children are encouraged to visit us and see what we have to offer - to experience the school when filled with children and staff.

Places are offered subject to agreement of the Local Authority Admissions Panel; availability and suitability; and only if parents/carers feel they can support the values and ethos. We believe the key to success at Royal Cross Primary School for Deaf Children is mutual co-operation and partnership working between parents and staff.
Families are encouraged to share sight of the child's birth certificate when completing the admissions process.

At Royal Cross Primary School for Deaf Children we welcome all pupils, and our admissions process is delivered in-line with the Equality Act 2010, the School Admissions Code, the School Admission Appeals Code, the Human Rights Act 1998 and the School Standards and Framework Act 1998.

The table below sets out who the admission authority is and other responsible bodies in our school.

Type of school	Who is the admission authority?	Who deals with complaints about arrangements?	Who is responsible for arranging/providing for an appeal against refusal of a place at the school?
Community school	LA	Schools Adjudicator	LA

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'School Admission Appeals Code'

This policy operates in conjunction with the following:

- Equal Opportunities Policy
- Data Protection Policy

Ethos

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

Aims

To ensure that a child's introduction / transition to Royal Cross Primary School for Deaf Children is successful for both child and family we aim to: -

- Ensure that Royal Cross Primary School for Deaf Children is the provision that best fits the needs of each pupil in school.
- Establish professional and supportive links with parents / carers.
- Begin a positive partnership with parents / carers this will continue throughout the child's stay at Royal Cross Primary School for Deaf Children.
- Support the parents/carers to make an informed decision regarding school placement.
- Support the parents / carers to learn about the school, the curriculum offer and its staff.
- Support the staff to make early assessments of the child to ensure that Individualised Education Programmes / Personal Learning Plans / Care Plans / protocols and procedures are in place as soon as possible.
- Work in partnership with parents / carers and seek information from all professionals who have worked with the child prior to them attending Royal Cross Primary School for Deaf Children, in order for the staff to gain an early knowledge and understanding of the child's special educational needs.
- *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local guidance.*

SEN Procedures for Admission (Education, Health and Care Plans)

A placement in our school involves parents making a positive decision in the light of the information and options available to them.

A pupil can be admitted at any stage of the school year following the procedure laid out within this policy as long as there is capacity and needs can be met within the parameters of the provision offered at Royal Cross Primary School for Deaf Children; however, the Local Authority will make the decision whether to allocate a place to a child in our school.

There are several routes by which a pupil can be admitted to Royal Cross Primary School for Deaf Children.

Pupils who have undergone an assessment under the procedure laid down in the "Code of Practice of Special Educational Needs" may be issued with an **Education, Health and Care Plan (EHCP)**.

Pupils who attend Royal Cross Primary School for Deaf Children from Reception upwards MUST have an EHCP in place or be in the process of having one drawn up.

1. If following statutory assessment a specialist school for pupils with HI is needed the SEND EHCP Officer will request a placement. The Headteacher will consider the papers, and if there is a vacancy, inform the Officer. The pupil will be admitted if his/or her needs identified on the Education, Health and Care plan can be met and a space is available in the appropriate peer group, in line with the SEND Code of Practice.
2. A pupil with an **Education, Health and Care Plan** arrives from another area or L.A. The SEN department will be made aware of the pupil and if it is decided that Royal Cross Primary School for Deaf Children can meet need, a place may be requested at Royal Cross Primary School for Deaf Children. The Headteacher will consider the papers, and if there is a vacancy, inform the Officer. The pupil will be admitted if his/or her needs identified on the Education, Health and Care Plan can be met and a space is available in the appropriate peer group, in line with the SEND Code of Practice.
3. A pupil with an **Education, Health and Care Plan** arrives from another mainstream / special school. The SEN department will already be aware of the pupil. The Headteacher will consider the papers, and if there is a vacancy, inform the Officer. If it is decided that Royal Cross Primary School for Deaf Children can meet need, a place may be requested. The pupil will be admitted if his/or her needs identified on the Education, Health and Care Plan can be met and a space is available in the appropriate peer group, in line with the SEND Code of Practice.

Once admitted to our school the pupil's progress is reviewed termly. The Education, Health and Care plan is reviewed on an annual basis. We monitor the placement through the EHCP reviews to ensure that a pupil is correctly placed and that pupil needs continue to be met through the provision and funding made available to Royal Cross Primary School for Deaf Children.

Movement to a different specialist school is always an option that can be explored by calling an EHCP review at any time. This will only be done following discussions with parents/carers/ SEND EHCP Officer and a rigorous programme of interventions and assessments to identify pupil's learning needs.

If it is thought that the provision offered at Royal Cross is no longer meeting the particular needs of the pupil then this will shared honestly and openly with parents/carers and the funding authority.

Initial Admissions Procedures

Parents who contact school directly:

1. Parents / Carers request a without-prejudicial visit (WPV) to see Royal Cross Primary School for Deaf Children.
2. An appointment is made with the Headteacher or a member of the Leadership and Management team to visit the school. The parents / carers are offered:
    a. A School Prospectus
    b. Information on where to find the Local Offer and SEN Information report (school web site: Royal Cross Primary School: SEN/Local Offer & LCC Send web site: Special educational needs and disabilities - local offer - Lancashire County Council).
    c. Opportunity to ask any questions they may have.
    d. Opportunity to meet school staff and see class groups in action. They also have the opportunity to have short discussions with individual members of staff, where appropriate and meet some of the pupils.
    e. *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local Health & safety guidance.*

3. Parents may decide to attend the Early Years Stay and Play sessions with their child.
4. Parents / Carers make a request for a place via the Local Authority SEND office.
5. The SEN office then requests a place at Royal Cross Primary School for Deaf Children and forwards all key documentation and EHCP appendixes for consideration.
6. School will then follow the procedures laid down for Enquiries for Pupil Placement.

Enquiries for Pupil Placement from Local Authorities:

Stage 1:

- Consultation documents which, include EHCP (draft or final) and consultation form comes into school from the funding authority SEND EHCP Officer.
- Headteacher will read through all information to assess if the pupil's needs may be met within the current Royal Cross Primary School for Deaf Children provision.
- If paperwork is clear that pupil needs **cannot be met** within Royal Cross Primary School for Deaf Children, Headteacher will respond the LA consultation with the decision.
- If the paperwork is suggestive that needs **may be met** within Royal Cross Primary School for Deaf Children, Headteacher will contact the SEND EHCP Officer and check:
    - Parents are aware of request
    - *Permission is granted to contact current placement to arrange an assessment visit to the pupil's current placement and offer an assessment session at* Royal Cross Primary School for Deaf Children.

Stage 2:

- This will be to arrange an assessment visit to current placement to carry out in depth observations and full information sharing with all key staff. It should be made clear at this point (with the host school) that this is not a visit to meet parents but to assess pupil and meet key staff only. Parents will be able to visit school and share information at a later date - if the assessment visit indicates that school may be able to meet pupil needs. *At this stage specialist staff are making assessments.*
- Royal Cross Primary School for Deaf Children to ask in advance that host school key staff with information be made available for a discussion following the observation. This information should include any current targets, learner support plans for behaviour, medical information, external professional reports and an overview of any individualised learning strategies.
- *At this point it is a meeting between professionals and as such parents are not in attendance. This allows for an open and professional dialogue to take place between specialist school staff and key staff supporting pupil. Parents will have an opportunity to chat and share information at a more appropriate time.*
- *Should parents arrive unexpectedly it will be sensitively explained to them that this is a planned time-sensitive meeting and that it will be possible to book a separate appointment with* Royal Cross Primary School for Deaf Children *staff for an additional visit. Parents will then be invited to phone school and make the appointment where a more in-depth discussion can take place.*
- Head will inform SEND EHCP Officer of decision/next steps.
- *If a place at* Royal Cross Primary School for Deaf Children *is not offered – all supporting pupil paperwork and records are destroyed in line with GDPR.*

Stage 3:

- If pupil is a possible candidate for Royal Cross Primary School for Deaf Children an invitation will be made by telephone to family to make an appointment for a 'without prejudice visit' into school. This will be conducted by either Head/Deputy dependent upon availability.

- Family will be offered a tour of the school with an opportunity to have a discussion and ask questions and share information with SLT after the tour.
- Family will be advised to feedback their thoughts to their SEND EHCP Officer – who will inform school.
- School will then fill in the RCPS the Without Prejudice Visit log.
- Headteacher will complete the consultation form and return it to the SEND EHCP Officer informing them of the school decision.
- *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local health and safety guidance.*

Assessment Places

- At times the suitability of a place at RCPS will be straightforward. It will be possible to agree a place on the basis of school's ability to meet pupil need with reasonable adjustments within the parameters of the provision on offer. In these cases an offer of a place is made to parents with the agreement of the funding authority.
- At other times, HI language/communication difficulties may mask other additional more complex needs. This may well need a more detailed and lengthy assessment to ascertain if need can be met within RCPS provision. In these cases, school will offer timed assessment places. This will allow specialist qualified teachers of the Deaf time to make accurate assessments of need and will give an informed holistic picture of the pupil's educational needs. This can only be done with the agreement and support of all stakeholders.
- Pupil attendance in the school's EYFS will allow specialist staff to work with children at an early stage of their education and help to make accurate specialist assessments in preparation for more formal learning and 'school readiness'.
- Once an offer of a place has been made and accepted the school's Admission Policy procedures take effect.

Admission Procedures

1. If the needs of the pupil can be met:
    i. within the parameters of the provision at Royal Cross Primary School for Deaf Children,
    ii. a place is available and agreed,
    iii. the consultation document is completed and returned to the Local Authority SEND EHCP Officer confirming offer of a place, stating an appropriate start date for the pupil.
2. The Local Authority (LA) confirms the child's placement at Royal Cross Primary School for Deaf Children via a letter to the parents / carers. A copy of this letter is also sent to school.
3. The Local Authority (LA) also forwards to parents / carers a transport request form which when completed is processed by the LA.
4. School sends a letter of placement to the parents / carers stating the start date for the child and the names of the staff members who will be working with their child. A welcome pack is also provided for parents / carers which informs them of uniform requirements, the payment of dinner money and school holiday dates etc.
5. The school then contacts the parents / carers to arrange a meeting.
6. 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 programme is in progress, what their favourite activities are etc.

7. During this meeting parents/carers are signposted to all key documents available on the school web site. Paper copies are provided on request.
8. The school staff also provides parents / carers with an Admissions Pack. This will include key information needed for the admissions. Assistance is provided for parents / carers over the completion of these forms if required.
9. Arrangements are then made for some transition visits prior to the pupil's starting date.

Transition for Pupils Approaching Statutory School Age

- A transition plan is agreed with parents / carers, 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 nursery, which will enable the child to get to know Royal Cross and his / her new peers and staff.
- During visits into school parents / carers are asked to provide any information which they feel will be useful to help the child settle into school easily. The school staff also provides parents / carers with an Admissions Pack. The transition plan may also involve visiting the child in their current school to share information about past assessments, progress made and Personal Learning Plans.
- A home visit may take place to discuss medical information. Assistance with the completion of admission forms can be provided by school as necessary.
- For children who will be commencing their place at the start of the academic year, they are also invited to attend transition sessions, which take place in summer term. During these events we hold coffee mornings for parents / carers where there is an opportunity to meet with other new parents / carers, learn more about their child's new school and ask questions.
- It is not required for schools to contact parents/carers during the school's summer break. If parents / carers have any queries the local authority SEND EHCP Officer is available for support.
- *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local health and safety guidance.*

The First Day at School for Early Years Pupils

- The child is welcomed into class on his or her first day and gradually introduced to all the activities and 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.
- Parents / carers are introduced to Class Dojo, an electronic messaging system. Parents / Carers are encouraged to communicate 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 / carers can often be a good starting point to the school day).
- Photos celebrating the pupil's first day are taken in school and shared with families through Class Dojo.

- 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 with the Deputy Headteacher, Headteacher or Class Teacher.
- Parents / Carers are also encouraged to ring school whenever they wish if they need to discuss anything over the telephone. Although class staff cannot leave the classroom unattended, they will endeavour to return the call at the end of the school day. If it is a more urgent matter parents / carers could ask to speak to the Deputy Headteacher or Headteacher.
- During an agreed timed period it may be appropriate for Early Years children to have a phased introduction to the school day. This helps to accommodate the possible change to routines and extended hours that the child may be experiencing in a longer school day. School is supportive of these flexible starts with the understanding that the aim is to eventually introduce the child to the full curriculum offer that makes up a full school day.

Admissions / Transition Procedure for Children Transferring From Mainstream Schools

- Parents / Carers request a without-prejudicial visit to see Royal Cross School. This can be done through the LA SEND EHCP Officer.
- If the parents / carers feel that a transfer to Royal Cross 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 / carers and all the professionals concerned.
- If a transfer is recommended by the Review meeting, the request is submitted to the Local Authority for consideration. If this is approved by the Authority a formal request for a place at Royal Cross Primary School for Deaf Children is made by the LA SEND office.
- If the needs of the pupil can be met within the parameters of the provision at Royal Cross:
    a. A place is available and agreed.
    b. Consultation paperwork is completed and emailed to the Local Authority SEND EHCP Officer confirming offer of a place, stating an appropriate start date for the pupil.
    c. School will then follow the Admissions Procedures as outlined within this policy.
    d. *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local health and safety guidance.*

Transition into Royal Cross Primary School for Deaf Children

- A transition plan is agreed with parents / carers, 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 to get to know Royal Cross Primary School for Deaf Children 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 school staff also provides parents / carers with an Admissions Pack. The transition plan may also involve visiting the child in their current school to share information about past assessments, progress made and Individual Education Programmes.
- A home visit may take place to discuss medical information. Assistance with the completion of admissions forms can be provided by school as necessary.
- During the transition process any personal Medical Protocols, Risk Assessments, Manual Handling Plans, Positive Handling Plans etc., are drawn up as required and agreed with parents/ carers.

- For children who will be commencing their place at the start of the academic year, they are also invited to attend transition mornings, which take place in July, prior to the end of the summer term. During these events we hold coffee mornings for parents / carers where there is an opportunity to meet with other new parents / carers, learn more about their child's new school and ask questions. It is not normally required to contact parents/carers during the summer break.
- *Due to extenuating external circumstances it may be that these routines and procedures are amended in line with national / local health and safety guidance.*

The First Day at School

- The child is welcomed into class on his or her first day and because they have participated in a number of transition visits they are usually beginning to become familiar with 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.
- Parents / carers are introduced to Class Dojo, an electronic messaging system. Parents / Carers are encouraged to communicate 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 / carers can often be a good starting point to the school day).
- Photos celebrating the pupil's first day are taken in school and shared with families through Class Dojo.
- 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 with the Deputy Headteacher, Headteacher or Class Teacher.
- Parents / Carers are also encouraged to ring school whenever they wish if they need to discuss anything over the telephone. Although class staff cannot leave the classroom unattended, they will endeavour to return the call at the end of the school day. If it is a more urgent matter parents / carers could ask to speak to the Deputy Headteacher or Headteacher.

Monitoring and Review

This policy will be reviewed by the governing board on an annual basis.
Any changes to this policy will be communicated to all staff and other interested parties.