



KESTREL HOUSE SCHOOL

Admission Policy

Kestrel House School is a day special school for pupils aged 4 to 16 years with Autism, complex needs and additional learning difficulties. The school will offer places to a maximum of 30 pupils.

All pupils are placed into their year group classes according to their keystage and level of ability is considered as much as circumstances allow. These classes will have a maximum of 6 pupils. Pupils typically attend on a full-time basis unless other arrangements are made with the family and LA.

Admissions Criteria

- Pupils admitted to Kestrel House School will have diagnosis of Autism / ASD and will have a Statement of Special Education Needs or EHC plan. Kestrel House School will be named in Part 4 of their Statement, or Section A of the EHC plan, with the support of the parent / carers and the LA where the young person lives.
- Pupils can be admitted into Kestrel House School at any time of the academic year. Pupils can only be admitted to Kestrel House when there is a vacancy and the school can offer an appropriate peer group and curriculum and the admittance of the new pupil will not negatively impact on the education of pupils already placed here.

Admissions Procedure

The Head teacher, with assistance from the Multi Disciplinary Team and lead for admissions, has the delegated responsibility for admissions to Kestrel House School. Referrals may come from the parent, and / or the LA where the pupils live.

The admission process follows certain steps:

1. The LA sends a copy of the proposed Statement to Kestrel House School with supporting advice OR the parents approach the school and provide supporting information.
2. The Head Teacher and MDT team make a preliminary decision on the basis of the information received from the LA / parent.
3. If this information suggests that a placement may be appropriate then a home / school assessment visit will be arranged. This will be undertaken by the assessment team, which will consist of at least one member of the MDT or the lead for admissions.
4. The child will then be invited to attend a taster session at Kestrel House School allowing further observation and feedback from teaching staff, support staff and the MDT. This takes

into account how the child functions within the context of the class/school environment and the dynamics with the proposed peer group.

5. The Kestrel House 'Admissions Panel' will convene and review the paperwork, assessments and information regarding the pupil and discuss whether Kestrel House can fully meet their needs. The final decision for offering a place lies with the Head Teacher.

6. When a child is offered a place at Kestrel House School the LA will inform the child's family. The school will then contact the family and arrange a full visit and discuss needs etc. For some pupils, where parents are funding the placement or making enquiries outside of the LA consultation process the parents will be informed by the Head Teacher in writing.

Placement will be agreed if:

- The school can meet the child's needs
- There is a vacancy in the appropriate age group
- It is compatible with the interests of other pupils already in the school
- It is efficient use of available resources

If significant or challenging behaviour or significant difficulties are identified which may require additional support or resources there may be a need for additional placement costs. If this is the case, these will be calculated on an individual basis and details of which additional costs are to be added, clearly set out.

Entry / Transition Arrangements
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The Head Teacher will meet with all pupils / families to discuss and plan an entry strategy which meets the child's needs. This strategy may differ from child to child depending upon their needs, previous experiences, previous placements / programmes etc.

Kestrel House aims to ensure that entry into the school is as positive an experience as possible.

When openings at the school arise 'Open Mornings' are organised by the lead for admissions to provide parents and professionals with the chance to visit the school and find out about our teaching methodology, pupils etc.

Policy updated September 2012

Policy updated September 2013, September 2014

Policy reviewed February 2017

Next review February 2019