

Meadows School Admission Process for Meadows School

All requests from Meadows Care, Local Authorities or parents are submitted to the admission panel for consideration. The panel members include the school Education Psychologist, SEN leader, SENCO and Headteacher. The costing is provided by the Admission Officer either upon request or once a place has been offered.

**Meadows School Admissions Process
Initial Period**

SARP Programme	Year 11-GCSE continuation
<p>Format: An agreed School Assessment and Reintegration programme (<i>normally a 6-week programme</i>) to begin on entry to introduce young people to key staff, to support them during their integration into their care placement. Establish an academic and social baseline. This programme is managed by the Administration Officer and takes place at school and The Agricultural and Rural Centre CIC (ARC)</p> <p>Purpose: As a trauma sensitive school, The SARP programme enables Meadows school staff to understand the prevalence and impact of toxic stress on the individual pupil and how set up an educational offer that helps to infuse the values of safety, trustworthiness, choice, collaboration, and empowerment into various aspects of their existing equitable multi-level system of support. During this time Meadows school will:</p> <ul style="list-style-type: none"> • Allocate a Key teacher as a main contact for the pupil. • Gather key historical information about a young person’s education and behavioural background (PEP, EHCP, School reports) • Have informed discussion with multi-agencies, social worker and previous educational provision. • Gather and complete information on admissions document. • Establish any requirement for additional support and prepare individualised planning. 	<p>Purpose: For Young people who enter Meadows School part way through the year 11 and have already commenced GCSE’s and need to complete their courses and exams.</p> <p>Handover from previous education provision regarding coursework and exams.</p> <p>Informed discussion with social worker</p> <p>Gather information</p>

<ul style="list-style-type: none"> Academic Baseline assessments/cumulative assessment Enable young person to begin to develop a meaningful relationship with key staff (Head teacher, Key stage teachers) Manage Education, Health and Care plan (EHCP) or Begin process of application for EHCP To develop an appropriate pupil focused timetable Informal assessment of motivation for education and ability to learn. Assessment of required educational needs – Identify required educational offer. 				Complete admissions documents
Educational Progress Headteacher and Registered Manager agrees the most appropriate educational placement for pupil based upon the Assessments completed through the SARP Process. Pupils will be expected to move through these stages based upon ongoing school assessment. Pupils referred to Meadows Care Welfare and Attendance Team (WAT) for management of admissions.				
Educated on educational Hub (Ed Hub) timetable in registered classroom in the home.	Part Ed Hub and Meadows School/ARC	Meadows School/ Alternative Provider (e.g. ARC)	Alternative provision. (External - SEN/Independent)	Mainstream (External - Secondary,
<p>Identified as high needs due to SEMH and highest level of risk to self or others.</p> <p>Requires at least a 1:1 ratio of supervision to ensure safety of self or others.</p> <p>School ratio of 1:1 for minimum of 8 hours per week with remainder of timetable on Virtual Platform.</p>	<p>Risk assessment reduced due to sufficient level of intervention/support.</p> <p>Positive attitude to learning- may be reluctant or anxious.</p> <p>Able to follow instructions</p> <p>Not demonstrating high risk behaviours such as smoking throughout the am or pm session.</p> <p>Wearing uniform.</p> <p>Respect anti-bullying policy.</p>	<p>Risk assessment is low/medium provided adequate supervision is in place.</p> <p>Pupil is undergoing assessment for an Educational Health and Care plan (EHCP). - (This should be conducted by SW/VIS although school may support this if requested. Meadows school must not initiate this unless formal request made by Authority)</p> <p>Pupil is on a short-term/emergency placement.</p>	<p>Meets criteria for admission to a SEN specialist school through EHC plan.</p> <ol style="list-style-type: none"> Has a defined Special Educational Need that has been identified/diagnosed. Age related attainment is at least two levels below national expectations. <p>Pupil has an Educational Health and Care plan or is going through a SEN statement transfer.</p>	<p>Assessed as able to manage in a mainstream setting:</p> <ol style="list-style-type: none"> Has achieved national attendance targets for at least $\frac{1}{2}$ term. (Currently 96%) Has regulated behaviour and emotions enough to remain in all lessons for at least $\frac{1}{2}$ term. (e.g. Has not had any fixed exclusions in at least $\frac{1}{2}$ term or been sent home/off site to re-regulate behaviour/emotions)

<p>Unable to manage within school setting and with others at the current time.</p> <p>Timetable will be planned for the home.</p> <p>Behaviour, SEMH and attitude will be monitored throughout and will be Ongoing</p> <p>School to work with Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered. Meadows school cannot initiate EHC application without written authority from SW/VS.</p>	<p>Sessions in school are closely monitored and assessed.</p> <p>Ongoing monitoring</p> <p>School to work with Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered.</p>	<p>Pupil is on a temporary, Section 20 care plan.</p> <p>Pupil is on a 52 residential plan.</p> <p>School ratio 1:7 (possibly 1:4 in lesson)</p> <p>Positive attitude to learning- may be reluctant or anxious. May have specific phobia's (scriptophobia, graphophobia or mathphobia) that require therapeutic intervention.</p> <p>Re-integration step towards moving to either a specified SEN school or mainstream school.</p> <p>Does not meet criteria for other educational offers.</p> <p>Meets criteria for Meadows School and has interests in other activities/subjects which can be pursued elsewhere for the benefit of the young person and their education.</p> <p>Identified as benefiting from a vocational curriculum.</p> <p>Cannot regulate behaviour and emotions sufficiently to be placed in a specified SEN school or</p>	<p>School ratio 1:7</p> <p>Pupil is not on a short-term/emergency placement.</p> <p>Pupil is not on a temporary Section 20 care plan.</p> <p>Pupil is not on a 52 week educational/residential plan.</p>	<p>3. Is within age related attainment in literacy and numeracy.</p> <p>School ratio : 1:30</p> <p>An appropriate setting is identified.</p> <p>Visits held with school and professionals.</p> <p>Visits by young person.</p> <p>Managed move is agreed between Meadows school and new school (normally 3 months).</p>
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		<p>mainstream school. (At this moment in time)</p> <p>Meadows school to assess and review pupil progress and work with education team, Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered.</p>		
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