

# Student Support Admissions Procedure

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**Policy area:** 3 – Admissions  
**Date last revised:** June 2019

**Date established:** January 2014  
**Date of next revision:** June 2020

This procedure will be reviewed in full by the Head of School on a yearly basis, or more frequently if there are changes in admissions policy and procedure. This procedure was last reviewed and agreed by the Head of School in July 2019. It is due for review in June 2020.

## **Signed**

Rose Threlfall

Head of School

Date: 11<sup>th</sup> July 2019

## **Procedure statement**

This document details the step-by-step procedure to be followed by ICS staff for students whose families have indicated on the Admission form that their child has special educational needs, and in cases where it becomes apparent that student support may be necessary.

## **Purpose**

The procedure ensures that thorough consideration is given to the student's developmental and educational profile to determine the support needed by the student. In addition, it is established whether ICS is best placed to provide that support, or whether another educational establishment would be better able to do so.

ICS will be as transparent as possible with families in regard to the types of support needed and the fees associated with this support.

## **Applicability**

The student support admissions procedure is a multi-disciplinary process involving the Admissions team, Student Support team, Administration team, parents and/or agents and relocation agents, and when possible the student themselves and their current school.

## **Statutory guidance**

Equality Act 2010  
Special educational needs and disability act 2001  
The Equality Act 2010 and schools (May 2014)

Links to other ICS policies:  
Admissions policy  
Whole School Inclusion policy

## **Access**

This procedure is provided to all staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct. In addition, the procedure can be made available to parents, on request from the ICS Admissions offices.

## **Failure to comply**

Admissions and Student Support staff at ICS must be familiar with this procedure. Failure to comply will result in intervention by the Student Support Department and the Senior Leadership Team.

## **Student support admissions procedure**

### **1 Initial review of application**

- 1.1 The Admissions team will pass all students' files/applications, whose families have indicated that they have special educational needs on the ICS Admission form, to the Head of Student Support Primary or Secondary for review.
- 1.2 The Admissions team may also send applications where special educational needs have not been identified on the Admissions form to the Head of Student Support for review, based upon other data collected during the admissions process.
- 1.3 The Head of Student Support will begin to ascertain the level of support needed for the student and whether ICS can meet these support needs.
- 1.4 Students identified with a Mental Health diagnosis should have an initial interview with the Head of Student support in order to determine if specific support should be in place.

### **2 Progression of application following initial review**

- 2.1 The Head of Student Support will conduct an initial review of the student's file and will then invite families of children with special educational needs to a meeting, where appropriate, to gain a better understanding of the particular support needs and also to explain the student support programme at ICS.
- 2.2 Once the initial review and, where appropriate, meeting has taken place, the Head of Student Support will indicate to the Admissions team either to proceed with the admissions process, to place the student on a waiting list or to inform the family that support needs cannot be met for the student.

### **3 Continuing with the application process**

- 3.1 Students with identified special educational needs must have a complete psycho-educational assessment that is not more than a year old. Psycho-educational reports must include all scores and narratives and should give comprehensive recommendations. ICS uses these reports as snapshots of a student's profile, while recognising there are many ways students can show their intelligence and strengths. However, this baseline data is essential and is required of all students on the student support register.

- 3.2 Every student must have a WISC-IV (or other cognitive test as approved by the Head of Student Support), and a WIAT-III (or other academic attainment test as approved by the Head of Student Support).
- 3.3 Additional tests that may be required are the BASC-II (a behavioural rating scale), speech and language therapy reports, occupational therapy reports, and any other assessments that the multi-disciplinary team as led by the Head of Student Support requests.
- 3.4 The Admissions team and Head of Student Support will review the current class list or prospective class list to determine if there is space. The ICS general percentage is 15% of students with special education needs will be admitted per class. This is a guideline and is dependent upon individual profiles as this percentage could be reduced or increased depending upon the amount of support needed.

#### **4 Determining the level of support required**

- 4.1 Once the admissions file is complete the Head of Student Support will determine who on the Student Support team needs to be a part of the admissions review. The review of this information is to determine the level of support that will be required for student admission to ICS.
- 4.2 If the student is currently attending school in London the Head of Student Support or another member of the multi-disciplinary team may go to the student's current school for an observation (observations notes will be taken). If possible, the student is also asked to come into ICS for a trial morning. The multidisciplinary team observes the student during the trial day.
- 4.3 The process for the trial morning is as follows:
  - No student should be scheduled for a trial morning until their applications are complete (this includes an up-to-date EP report, which should not be less than a year old), and an interview has taken place between the parents and/or the student and the Head of Student Support.
  - If parents have not met with the Head of Student Support prior to the trial day, they should meet with the Head of Student Support as part of the trial day (whilst their son/daughter is in class).
  - Primary and Secondary students are generally encouraged to spend a morning in school. The relevant Head of Student Support will be responsible for setting up the trial experience and informing staff.
  - The Admissions Team must alert the Head of Student Support and when the student file is complete so that the trial morning/day can be coordinated.
  - Observations are to be coordinated by the Head of Student Support. Staff involved would typically include the Senior Leadership Team (SLT) and

teachers with the Head of Student Support completing the ICS New Student Observation Form.

- After the trial morning the Head of Student Support discusses observations and recommendations for support with the Senior Leadership Team, having obtained observation information from teachers and support staff. Notes for observation to be written up and sent to Admissions Coordinator for the student's file.
- **The Head of Student Support communicates with the ICS Principal and/or Head of School and the Admissions Coordinator, to discuss with them if a place can be offered at ICS, and what support will be required for their admission to the school.** The Head of Student Support will provide written confirmation to be sent with support plan details to the Admissions team for the student file.

## 5 Completing the admissions procedure

- 5.1 The student is placed on the Student Support Register under Potential SEN Students. If their year group is full the Admissions team will place them on a waiting list. The Head of Student Support should keep the teaching staff up to date on the status of the new student's admission to ICS. Teachers and support staff should be notified as soon as possible when students have been offered a place at ICS **and** when families have accepted this offer. The Head of Student Support will work to ensure that all stakeholders are kept informed of new students with special educational needs coming to ICS.

## References

### **Equality Act 2010**

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **Equality Act 2010: guidance**

<https://www.gov.uk/equality-act-2010-guidance>

### **Special educational needs and disability act 2001**

<http://www.legislation.gov.uk/ukpga/2001/10/contents>

### **The Equality Act 2010 and schools (May 2014)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

### **SEND code of practice 0 – 25 years (June 2014)**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Children and Families Act 2014**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>