

Student Support Admissions Procedure

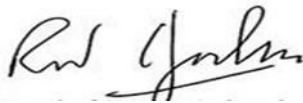
Date established: January 2014

Date last revised: June 2020

Date of next revision: June 2021

This procedure will be reviewed in full by the Head of School and the Director of Student Support 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 June 2020. It is due for review in June 2021.

Signed



Rod Jackson

Head of School

Date: 29/06/20

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 once the student has started at ICS.

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.

This procedure and the support fees are available on the ICS website for current and prospective parents to view.

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. This procedure is available on the ICS website for current and prospective parents to view. 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 Director of Student Support for review. The Director of Student Support will liaise with the primary and secondary SEN coordinators to discuss each case.
- 1.2 The Admissions team may also send applications where special educational needs have not been identified on the Admissions form to the Director of Student Support for review, based upon other data collected during the admissions process.
- 1.3 The Director of Student Support will begin to ascertain the level of support needed for the student and whether ICS can meet these support needs along with the coordinators.
- 1.4 Students identified with a Mental Health diagnosis should have an initial interview with the Director of Student support in order to determine if specific support should be in place.

2 Progression of application following initial review

- 2.1 The Director of Student Support, along with the coordinators, will conduct an initial review of the student's file and will then decide if they can determine the right level of support. There are the following options:
 - The right level of support can be determined - so the Director of Student Support or the coordinator will write a detailed email to the admissions team explaining the level of support suggested and the provision for the child (IILPs, communication with parents etc). The Head of School will approve the email beforehand.
 - The Director of Student Support needs more documents and cannot determine the level of support - they will communicate with the admissions team to be in touch with the family again in order to ask for more information. When needed, the Director will call the family to explain the procedure and the reason for this. As soon as the documents arrive, then step 2.1 will be followed.
 - If the Director of Student support assesses that there is a need to invite the parents in, then they will communicate this with the admissions team to schedule a meeting.

- If there is a need for the potential student to have a trial day, this will be communicated with admissions in order to be arranged. More information will be collected and the decision will be postponed until after the trial day.
- 2.2 Once this review and, where appropriate, meeting has taken place, the Director of Student Support will indicate to the Admissions team either to proceed with the admissions process, to place the student on the list or to inform the family that support needs cannot be met for the student.

3 Important points in the application process

- 3.1 Students with identified special educational needs should have a complete psycho-educational assessment that is not more than a year old. Psycho-educational reports should 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 most of the students on the student support register.
- 3.2 Every student should 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 Director 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 Director of Student Support requests.
- 3.4 A potential student (or an existing one) could start the SEN programme at ICS without an ed psych assessment. However, this decision needs to be made by the Director of Student Support and needs to be clear to the parents that if the support staff needs an educational psychologist assessment in order to be clear of the needs of the students, parents will proceed.
- 3.5 The Admissions team and Director of Student Support will review the current class list or prospective class list to determine if there is space. Generally, no more than 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 and the nature of the student needs.

- 3.6 If the student is currently attending school in London the Director 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).

4.0 Trial morning process

- If needed, the student is also asked to come into ICS for a trial morning. The multidisciplinary team observes the student during the trial day.
- 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 Director of Student Support.
- If parents have not met with the Director of Student Support prior to the trial day, they should meet with the Director 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 couple of hours in school. The relevant coordinator will be responsible for setting up the trial experience with the admissions team and informing staff. The admissions team then informs the parents of the final arrangements.
- Observations are to be coordinated by the coordinators. Staff involved would typically include the Senior Leadership Team (SLT) and teachers with the Director of Student Support completing the relevant documents.
- After the trial morning the Director 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 are to be written up by the coordinators and put into the student's file.
- **The Director of Student Support communicates with the relevant 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.

5 Completing the admissions procedure

5.1 The admissions team is responsible for informing the Director of Student

Support and the coordinators when parents have accepted the offer and

also they need to keep them informed regarding any changes to the offer.

5.2 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 Director of Student Support and the coordinators 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 Director 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

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>