


Green Park School Attendance Policy

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Role:	Headteacher / Assistant Headteacher
Committee approving Policy	Full Governors Meeting
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Signed by Chair of Committee	 Mrs L Guest - Chair of Committee

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

1. Aims

This policy aims to:

- Explain how to apply for a place at the school.
- Set out the school's arrangements for allocating places to the pupils who apply.
- Explain how to appeal against a decision not to offer your child a place.

We seek to be an inclusive school, welcoming children from all backgrounds and abilities.

All pupils admitted to Green Park School will have an Education Health and Care plan.

In an emergency and under exceptional circumstances pupils may be admitted whilst on an assessment basis whilst a draft EHCP is being prepared. All applications will be treated on merit, and in a sensitive manner.

2. The standard roll number

The 'standard number' is the number of children the Local Authority considers the School can accommodate. The standard number for our school is 145 pupils. We keep this number under review, and the governors will apply to change the number if circumstances change. This last review took place in Autumn 2022

The only restriction we place on entry is that of pupil numbers. If the number of children applying for entry exceeds the places available, we adopt the procedure set out below

to determine whether a child is to be accepted or not. It is our wish for parents to find a place for their child at the school of their choice. However, this is not always possible, due to excess demand on the places available.

3. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

School Admissions Code

School Admission Appeals Code

The school is required to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

4. How parents can apply for their child to be admitted to our school.

Our school is a community special day school, and it determines the admission arrangements in agreement with the Local Authority. Prior to naming the school in a child's EHCP, the Local Authority will have consulted with the school in line with their statutory obligations. If the Local Authority is not Wolverhampton, they also required to consult with Wolverhampton SENSTART team and seek their views.

The Local Authority co produces an EHCP with parents. During the process of drawing up an Education Health and Care plan for a child they may recommend as part of this assessment a place for pupils in a school for children with either Severe, Complex or Profound Learning Difficulties. If a child is identified for this provision, then Green Park will be considered as a possible choice of school.

On contacting the school, the Headteacher will agree to an appointment to tour the school and signpost parents to our website and book a slot on the group tours about the school. Parents have a right to express their preference to the LA, but this does not, in itself, guarantee a place at that particular school.

Informal feedback to the Headteacher is always welcome after the tour of school. Formal application for a place should be made to the Wolverhampton Local Authority SENSTART team, not directly to the school. Parents will be notified of the decision as soon as their application has been considered.

A parent friendly admissions journey is shared on our website (Appendix 1), detailing the stages to consider.

5. Admission/Eligibility Criteria

Each application is considered on an individual basis. In each case our application process evaluates the needs of the individual child and determines whether the school would be suitable to meet their needs with particular reference to the following factors:

- The school is suitable to the child's age, ability, aptitude and Special Educational Needs.
- The child has an Education, Health and Care plan indicating they have severe and profound learning difficulties as their primary need.

- The child's placement is not incompatible with the efficient education of the other children with whom they will be educated.
- The placement is an efficient use of resources.
- Parents have expressed a preference for the school (or in cases of dispute the LA intends to name the School on the plan).

Children entering Green Park School usually commence at the start of the academic year. This may be the year in which they become three. Parents who would like their child to be admitted at the start of the school year should ensure that they return the necessary paperwork to process an admission in a timely manner as places are allocated early in the academic year.

6. Admission number

The school does not have an agreed admission number of pupils for entry in each year group but does limit class sizes to 9 pupils depending on their needs. Our pupils class groups, due to the limited intake, are mixed age groups.

7. Oversubscription criteria

All children whose statement of special educational needs (SEN) or education, health and care (EHC) plan names the school will be admitted before any other places are allocated.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

Highest priority will be given to looked after children and all previously looked after children who apply for a place at the school. Places are decided by the SENSTART team at Wolverhampton Council.

8. Children below compulsory school age

Where children below compulsory school age are offered a place at the school, they will be entitled to attend the school full-time in the September following their fourth birthday.

Where the parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age.

9. In-year admissions

You can apply for a place for your child at any time outside the autumn term admission period. If there are spaces available in the class group, the child will be considered for a place using the criteria stated earlier. If there are no spaces available at the time of your consultation, we will reply to the Local Authority and inform them.

10. Admission appeals

If we do not offer a child a place at this school, this will be because to do so would prejudice the education of other children by allowing the number of children in the school to increase too much.

In line with the requirements of the Special Educational Needs and Disability Act 2001 the school will make reasonable adjustments to avoid putting pupils with a disability at any disadvantage. Every effort will be made to ensure that pupils with special needs are treated equally and given the same opportunities and experiences as other pupils.

If parents wish to appeal against a decision to refuse entry, they can do so by applying to the Local Authority. (Further details of appeal arrangements are set out in the revised Code of Practice on School Admissions Appeals, which came into force in September 2004.)

11. Transition

Once a placement has been secured, school will devise a bespoke transition plan for your child, based on their individual needs. Teachers and/or leaders complete a thorough visit at the child's previous setting, attend Team Around the Child meetings, conduct home visits where needed and then plan transition sessions for pupils to start school. These transition sessions are for parents or carers to see their child in their new classroom environment. We can be flexible how many sessions we offer; it is dependent on complexity of needs.

As part of the transition process, leaders and teachers involved in transition complete a One Page Admission Baseline Document (appendix 2) where all information is collected as a starting point for your child upon entry.

12. Monitoring and review

This policy will be reviewed and approved by the governing board **every year**.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the governing board will publicly consult on these changes.

The governors monitor the Admissions policy, in order to ensure that all requests are handled properly. Governors take into account any local or national decisions that affect the process and make any modifications necessary to this policy. This policy is made available to all parents on request, so that they can be properly informed about the process.

Appendix 1

Admissions into School

EHCP

All pupils at Green Park have an Educational Health Care Plan (EHCP). At your child's latest review meeting, the Local authority will consult suitable schools for a place. School have 15 days to reply to the consultation.

Local Authority

Wolverhampton City Council decide on what school your child attends. Green Park respond to the consultation and wait for the local authority to decide who to allocate the places to.

Visit to school

After viewing our school website, we strongly advise attending a tour of school. This helps you understand what school can offer you and your family. It also helps the consultation process so that we can discuss the needs of your child further with you. We currently hold group tours for families. Please ring 01902 556429 for more information.

Visits to settings

As part of the consultation process or if your child has a confirmed place at Green Park School, a senior leader will visit your child's current setting. This is so that we can observe your child in a safe, known environment and can start to learn more about your child.

Transition

When a place is confirmed, transition sessions will begin. We offer a bespoke transition plan for each pupil joining school. You will attend the first session in school so that you can see how your child interacts with their new surroundings. Over 3-5 sessions, if pupils are ready, they will attend for some play sessions on their own.

Professionals

A key worker or professional is also invited to attend transition sessions with your child. This will ensure that all important information is shared with professionals at Green Park. School attend all TAC meetings once a child has a confirmed place at Green Park. Leaders share all relevant information with the multi-professional team that attends school.

Ongoing support

Once your child has started at Green Park, we offer the following:

- Daily communication via home school diaries
- Phone call updates on their first few days at school
- Evidence for Learning app to see photos and videos of your child at school
- Previous setting professionals can support transition further if needed
- 6 week review to discuss transition and next steps for your child
- Daily opportunities to call or email school for help and support

Appendix 2

One Page Admission Baseline

<u>Name:</u>	
<u>Previous setting:</u>	
<u>Transitioning into:</u>	

This document is an overview of the known strengths and needs that have been observed during transition. This includes visits home, to previous settings and on transition visits to Green Park.

The purpose of this assessment is to give teachers a baseline for entry to school.

	Strengths	Needs
Communication and Interaction		
Cognition and learning		
Social, emotional and mental health		
Physical and sensory		

Any other important information (e.g interests, health needs)