



**UNLOCKING POTENTIAL  
LEVELLING THE SOCIAL AND ACADEMIC ARENA**

## **ADMISSIONS POLICY**

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

<b>Date of policy</b>	August 2020
<b>Next review date</b>	December 2020
<b>Frequency of policy review (annually, every two years)</b>	Annually
<b>Policy owner</b>	Caroline Cook – Head teacher Actioned by – Bradley Middleton, Operations Director
<b>Published policy</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>List of connected policies</b>	Statement of purpose, GDPR, Privacy Policy, Digital Use policy, SEND Policy, Website terms of use, Digital Safety Policy
<b>Approved / Date</b>	

## Contents

Introduction .....	3
Statement and Vision .....	3
Application process (Pending DfE registration) .....	4
Application process (Once registration confirmed) .....	5
Admissions .....	5
Admission Criteria.....	6
Waiting Lists .....	8
Post-Admission follow up.....	8
Application process (Pending DfE registration) .....	9
Application process (Once registration confirmed) .....	10

## Introduction

This policy is in line with the Independent School Standards (Revised April 2019). This policy outlines the procedures of the admission for a child to be accepted at The Levels School.

## Statement and Vision

The Levels School is an independent specialist day school offering high quality education and exemplary pastoral care to students with dyslexia and co-occurring difficulties. Our teaching and learning provision would also meet the needs of individuals presenting with a similar learning profile to those with dyslexia and other Speech and Language Communication difficulties. Individuals with these differences often have difficulties with executive function, working memory and processing.

The motivation behind The Levels School is to provide inclusive education for individuals who have been adversely affected by their dyslexia and other difficulties often making it difficult to access learning. Many join the school below ARE for English and/or Maths, resulting low self-esteem and accompanying anxiety.

The aims of the School are focused on maximising every individual's potential to develop into a confident, secure, well-adjusted and skilled individual who will be able to embrace their learning differences, accepting who they are and developing a strong self-concept. The individual will be able to make a positive contribution to society and live as an independent adult.

As a new school we will be committed to the philosophy that each student should:

- Have a positive experience of learning all aspects of the curriculum.
- Understand that barriers to learning can be overcome.
- Enjoy their learning and remain resilient to succeed.
- Show continuous progression and improvement.
- Achieve their full potential.

Deciding on the right school for your child is very important and we believe that a personal visit is invaluable. We very much hope that you and your child will visit our school. We are very happy to welcome visits from prospective parents and their children at any time and encourage you to do so. We are also happy to welcome all communication at any time because we recognise that our parents often require reassurance and that a regular flow of information can provide this.

In the current circumstances of developing as a new school in the backdrop of Covid-19 we are doing all we can to keep our website up to date with pictures of staff and our developing premises. As we work to prepare the site ready for the students we will continue to refresh and update the website with pictures. We are able to arrange socially distanced visits on a one family at a time basis. Prospective parents and students are able to contact [office@thelevelsschool.co.uk](mailto:office@thelevelsschool.co.uk) to arrange this.

The aim of the policy is to ensure that the School is able to meet the individual needs of the children and young people who are to attend. We are committed to equal treatment for all, regardless of a student's gender, race, ethnicity, religion, sexual orientation or social background.

The School Team will:

- Ensure that the School can meet the special educational and social, emotional and behavioural needs of referred children and young people at the point of admission.
- Provide a transparent process for the referral of prospective children and young people.
- Ensure that each individual referral is dealt with efficiently and within the required timescales.
- Ensure that the school has a structured and supportive admission and induction procedure for new children and young people.
- Ensure that the timetabled curriculum and requirements of the school day are tailored to the individual as much as we are able to do so that success is experienced from the start.

### Application process (Pending DfE registration)

To register a potential student, parents/careers must complete an application form and return it to the Director of Operations at [office@thelevelsschool.co.uk](mailto:office@thelevelsschool.co.uk)

As a new school, pending registration we appreciate that parents will initially want to discuss our plans, timeframe and suitability of their child within that. We welcome phone calls and are always open and honest with respect of the current situation around DfE registration. Following initial conversations, parents may want to arrange to see the Etonhurst property as it develops and meet key staff.

When a student application has been received, the relevant paperwork required will be requested and looked at by the Head teacher, SENCO and Head of therapy. If it is felt that the student may be a good fit, parents/carers will be invited to have a look round the school if they have not already done so. It may also be suggested that it is more appropriate that the student waits until the school is open so that he/she can complete a trial or number of taster days.

Once it has been agreed that we can meet the needs of the student a letter will be sent offering a place at The Levels School. The relevant paperwork will be sent along with the acceptance letter. This contains a form that will need completing and returned to [office@thelevelsschool.co.uk](mailto:office@thelevelsschool.co.uk). A refundable deposit of £350 is also required at this stage. This is necessary for all students, regardless of funding arrangements.

This holds the student place while the school awaits DfE registration. It also enables parents/carers to gain access to the parent portal sections of the website to view the proposed curriculum. This section will be updated once the school has secured registration, along with the launch of our new website.

Once DfE registration is confirmed a letter of confirmation will be sent along with a student medical questionnaire, consent to photograph, details for payment of fees and other important information with respect of uniform arrangements, equipment list, term dates etc.

### Application process (Once registration confirmed)

An initial expression of interest can be logged by contacting [enquiries@thelevelschool.co.uk](mailto:enquiries@thelevelschool.co.uk). We welcome phone calls and are happy to discuss individual circumstances with prospective parents/carers. This initial enquiry may lead to arranging a visit to the school.

To register a potential student, parents/carers must complete an application form and return it to the Director of Operations at [office@thelevelschool.co.uk](mailto:office@thelevelschool.co.uk)

The form can be downloaded from the website or collected straight from the school. We are also happy to mail a digital copy.

When a student application has been received, the relevant paperwork required will be requested and looked at by the Head teacher, SENCO and Head of therapy. If it is felt that the student may be a good fit, parents/carers will be invited to have a look round the school if they have not already done so. It may also be suggested that it is more appropriate that the student completes a trial or number of taster days.

Once it has been agreed that we can meet the needs of the student an offer letter will be sent offering a place at The Levels School. This will also include relevant paperwork. Parents are required to complete and return all relevant paperwork, with a payment of £500. This includes deposit of £350.00 which will be returned when the student leaves the school and an admin fee of £150 which non-refundable.

Upon receipt of the payment and all the relevant paperwork an acceptance letter will be sent. This will confirm the place, include the start date and arrangements for the first day, along with details for payment of fees and other important information with respect of uniform arrangements, equipment list, term dates etc.

### Admissions

We have in place written guidance on admissions, which clearly identifies the admission criteria. The admission of students is delegated to the Head teacher by the Board of governors.

We will publish A Statement of Purpose that fulfils the requirements of specific regulations and includes:

- Our setting's name, postal address, telephone number and website address.
- A named contact person.
- The classification of the school.
- Any specialism catered for.
- A description of our admissions procedure.
- Number on roll, age, gender.

## Admission Criteria

In order to be accepted at The Levels School, a student's attainment in the areas of the National Curriculum, independence, self-management/regulation and organisational skills must comply with the following criteria:

- On entry pupils should have the potential and capability to function and attain at least ELC, level 1 at the end of KS4 in Core subjects English, Maths and Science according to the teacher assessed levels.
- Students should be able to access a school curriculum that is differentiated for children with social, communication difficulties in line with those experienced in individuals with dyslexia and co-occurring difficulties. This will involve working in classes of approximately 8 to 12 students, with a teacher.
- A bespoke curriculum provision that is sequential and multisensory in its delivery and links to individual SEND as outlined in the students' EHCP or defined by need within an EP report.
- Prior to admission students must have acquired some independence and organisational skills including:
  - Being able to carry out a sequence of simple self-care activities reliably e.g. changing for physical activities, using the toilet appropriately, eating with peers and managing personal hygiene.
  - Identifying resources required for familiar and routine activities e.g. selecting correct clothing (uniform) and selecting/using appropriate equipment in lessons.

Additionally students' needs may cause them to require specialist interventions which may include:

- Social Skills group (of between 4-6 students).
- Timetabled SALT and OT delivered on a weekly basis.

The School will work in partnership with parents/carers and local authority personnel and requires that all necessary documentation is provided in accordance with any deadlines, to ensure an informed decision can be made about meeting the needs of a child/young person.

The documents required are:

- Current Education, Health and Care Plan (EHCP).
- Most recent annual review and/or key educational progress data.
- Any important information chronologically that provides a picture of the child's life to date.
- Current/most recent care plan/ Personal Education Plan (PEP).
- Current/most recent behaviour management plan(s) and risk assessment(s).
  - Any additional assessments (SALT, OT, Educational Psychologists report).
- Parental/ guardian submissions.

We will ensure that the special educational needs outlined in the child/young person's Education, Health and Care Plan (EHCP) or other records can be met.

All new admissions are considered by the Head teacher, working with the SENCo and Head of therapy. Where possible this will occur within 15 working days of receipt of a formal consultation form from the LA. A privately funded place will be approached in the same manner.

Visits to the school by the parents/carers and prospective students are encouraged and welcomed prior to placements being requested. See earlier in policy.

In making a decision to admit a child the school considers whether the child meets the admission criteria set out within this policy. In exceptional circumstances when a need is outside the criteria the school will consider whether reasonable adjustments could and should be made.

Decisions on admissions are also considered with regard to other students already within that cohort. This process ensures that new students are admitted effectively whilst maintaining the balance and stability of the school. When the admission date is decided this is communicated to all relevant parties.

If we feel that a child/young person may need additional resources we will ensure that these resources, and the possible involvement of any external agencies, will be discussed prior to offer of a placement. This will include those prospective students with Chronic Illness. The school does not currently have a medically trained member of staff on the team, only First Aiders. As a day school, the school currently has the medical facilities required, as laid out in the ISI standards to care for a child that is unwell whilst they await collection by the parent/carer.

Chronic Illness includes students with allergic reactions, anaphylaxis, asthma, diabetes, HIV, epilepsy, hepatitis....

<http://www.anaphylaxisireland.ie/downloads/ManagingChronicHealthConditonsatSchool.pdf> [http://www.nat.org.uk/sites/default/files/teachers-resources/HIV\\_in\\_Schools.pdf](http://www.nat.org.uk/sites/default/files/teachers-resources/HIV_in_Schools.pdf)

If required we will ensure that an individual risk assessment and individual is generated prior to admission. Where appropriate, an initial care plan will be expected from the local authority. Prior to admission an education provision document will be drawn up. During the first half term an individual education plan will be drawn up. All of these documents will be reviewed regularly once the child/young person arrives.

We will ensure that all relevant documentation (contracts, permissions, medical information and consent etc.) have been signed by the appropriate parent/carer/local authority representative prior to admission of the child or young person.

It is expected that contractual arrangements between the setting and the placing authority including funding agreements for fees and any associated therapy are approved before the admission of any child/young person.

## Waiting Lists

It is important that we do not go over class sizes within cohorts. It may therefore be necessary to hold a student's admission to the school until such time that the year group can be split so that the required class size can be maintained. In this instance we will keep the lines of communication open with Parents/carers and ensure that a clear time frame is communicated.

## Post-Admission follow up

We will ensure that an Initial Review Meeting takes place at the end of the first half term (or approx. 6 weeks) of the placement commencing. The aim of this meeting is to endorse the placement and agree the details of educational provision and development of an individual support plans. Any recommendations made will come from the Education team, which includes the therapy team, and may include suggestions around a part time provision and online learning provision to support a gradual integration into The Levels School. It may well be that at this 6 week point we agree to extend the time period before endorsing the placement to give the school more time to tailor provision, giving the student every chance to be successful. This will be done in consultation with parents, teachers, therapists and where appropriate, the student.

We will ensure when admitting a child/young person that prior to the end of the post admission period they have identified and completed:

- The identification of any additional special educational needs that the school is equipped to cater for. (Consideration will be given to advice from the therapy team regarding the need for more time for assessments or if anxious the student to be allowed to settle so that a true picture can be gained).
- Any relevant baseline information and assessment details.
- Information stating what needs to be in place to support a child/young person in the placement.
- A system that identifies the resources and expertise required to meet the changing/developing needs of the child/young person's individual needs.
- Students' views.

## Application process (Pending DfE registration)

Complete an application form and return to [office@thelevelsschool.co.uk](mailto:office@thelevelsschool.co.uk)



Initial contact made – Request from The levels School for any relevant paperwork regarding the potential student



Following review of paperwork family invited for a visit to Etonhurst. Discussion of next steps to occur.



Acceptance letter sent. Deposit required and form to complete and return



Once DfE registration is confirmed a letter of confirmation will be sent along with remaining paperwork that will need completing.  
This will clarify start date, specific arrangements with respect of COVID and procedure for the first few days/weeks

## Application process (Once registration confirmed)

An initial expression of interest can be logged by contacting [enquiries@thelevelschool.co.uk](mailto:enquiries@thelevelschool.co.uk). We welcome phone calls on the school contact number – 01458 258190



Initial contact made – Request from The levels School for any relevant paperwork regarding the potential student. This initial enquiry may lead to arranging a visit to the school.



To register a potential student, parents/careers must complete an application form and return it to the [office@thelevelsschool.co.uk](mailto:office@thelevelsschool.co.uk)

The form can be downloaded from the website or collected straight from the school. We are also happy to mail a digital copy.



When a student application has been received, the relevant paperwork required will be requested and looked at by the Head teacher, SENCO and Head of therapy. If it is felt that the student may be a good fit, parents/carers will be invited to have a look round the school if they have not already done so



. It may also be suggested that it is more appropriate that the student completes a trial or number of taster days.



Once it has been agreed that we can meet the needs of the student an offer letter will be sent offering a place at The Levels School. This will also include relevant paperwork.



Upon receipt of the payment and all the relevant paperwork an acceptance letter will be sent. This will confirm the place. This will also clarify start date, specific arrangements with respect of COVID and procedure for the first few days/weeks