

Isebrook School

Admissions Policy



ABOUT THIS DOCUMENT:

Purpose

Purpose: This document outlines how Isebrook School supports the admissions of students into our school.

The aim is to ensure that the admissions processes and approaches are consistent and transparent.

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Wellbeing in our Trust

Managing admissions to our school can be challenging and so this document aims to set out procedures to be followed to minimize what can be difficult process.

Across our trust, we are committed to supporting the mental health and wellbeing of all, including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

At Creating Tomorrow we:

Provide a nurturing, safe and supportive environment based on trusting relationships to:

- Help everyone to understand and manage their emotions and feelings
- Help everyone to feel comfortable in sharing any concerns or worries
- Help everyone to form and maintain relationships
- Develop self-esteem and self-worth
- Encourage everyone to be confident and celebrate their individuality
- Help students to develop emotional resilience and to manage setbacks
- Support parents as partners in their child's learning and development

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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 children who apply
- Explain how to appeal against a decision not to offer your child a place

2. Legislation and statutory requirements

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

- School Admissions Code 2021
- School Admission Appeals Code
- Children and Families Act 2014
- SEND code of practice: 0 to 25 years - GOV.UK

As an academy, Isebrook School is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

This policy complies with our funding agreement and articles of association.

3. Our School Vision and Values

At Isebrook our mission is to provide a creative and caring environment for all learners, and our vision is that we will be a leading light in specialist education, giving our learners the confidence to succeed in an ever-changing world.

We are an inclusive setting and support young people with cognition and learning difficulties. To ensure that the school is able to continue to offer a broad and relevant curriculum for all our students, regardless of their background, culture or ability, there needs to be a process to ensure admissions to Isebrook reflect the school community and these are in line with our funding agreement with the ESFA. Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing values, we actively promote the importance of compassion, achievement,

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responsibility and respect. Through this approach, students develop independence, confidence and integrity which prepares them for their future lives.

<u>Compassion</u>	<u>Achievement</u>	<u>Responsibility</u>	<u>Respect</u>
			
<p><i>We show compassion by:</i></p> <ul style="list-style-type: none"> Understanding differences Helping & supporting others Forgiving mistakes Using kind words Co-operating with others 	<p><i>We achieve by:</i></p> <ul style="list-style-type: none"> Attending school Being ready to learn Working to best of my ability Embracing opportunities Aiming high 	<p><i>We take responsibility by:</i></p> <ul style="list-style-type: none"> Owning our behaviour & being truthful Reflecting on our actions Being ready to help others & be helped Being ready to listen & learn in lessons Looking after the school 	<p><i>We show respect by:</i></p> <ul style="list-style-type: none"> Using appropriate language Following instructions Keeping hands & feet to self Keeping yourself & others safe Looking after property & equipment

4. Our School Structure

Our school is organised into small mixed-age or single age classes. The number of students in each class is dependent upon student need. Class sizes at Isebrook are up to a maximum of 13, however may be a maximum of 8 for students who have more complex presentations. A number of factors are considered when designing each class, including relationships with adults and peers, age, ability and special educational needs.

5. Admissions Statement

North Northamptonshire Local Authority (LA) are the school admissions authority. In accordance with North Northamptonshire (Northants) LA policy all children and young people admitted to Isebrook will have an Education Health and Care (EHC) Plan.

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As a special school we follow the admission arrangements set by North Northamptonshire Council. The link to the North Northants Local Offer is below.

<https://localoffer.northnorthants.gov.uk/ehcp>

If your child has an education, health and care (EHC) plan there is a separate process for your child's school admission. Please read the information regarding the Education, Health and Care plans consultation process and Phase Transfer from Primary to Secondary.

<https://localoffer.northnorthants.gov.uk/ehcp-ntp>

Further information and guidance around choosing the right school for families can also be found here <https://localoffer.northnorthants.gov.uk/choosing-the-right-school-for-your-family>

To be considered for a place at Isebrook, the primary need as stated on a child's Education Health and Care Plan must be Cognition & Learning. Students are generally working significantly below their chronological age (at least 5 years). Some students may have additional needs such as ASD, ADHD, sensory difficulties (such as visual, or hearing impairment), physical disabilities, or difficulties with their social emotional and mental health needs.

The LA and school recognise the importance of parental choice and referrals will be considered from outside the school's recognised catchment area. However, priority will be given to those residing in North Northamptonshire. Where places are limited, the Headteacher and LA will prioritise referrals through discussion.

All requests for places will be brokered through the Local Authority. Requests for a place at Isebrook School should be made to the North Northamptonshire EHC Team. For further information on the consultation process and education arrangements for your child please contact your EHC caseworker or EHC officer.

Education, health and care statutory needs assessment in progress

Secondary school applications

If your child has an education, health and care statutory needs assessment in progress you will need to complete a preference form and apply for a secondary school place in the usual way.

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All admissions will be dependent on places being available in the school and within the right learning peer group. In consultation with the LA, the Headteacher will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the EHC plan. Again, we wish to reiterate the point that the primary need of any student at Isebrook School is cognition and learning.

It is important that the school fully understands the needs of any prospective student and therefore may carry out assessments to understand individual needs and will aim to visit the student in their current setting. As part of this process, the school strongly encourages parents to visit the school with their child. This process is to gauge the suitability of the school to meet the child's needs, and whether Isebrook School would be a suitable placement for ability, aptitude or special educational needs of the child, or whether the attendance of the child would be incompatible with the efficient education of others or efficient use of resources.

As North Northamptonshire Local Authority are the school admissions authority, any appeal needs to be lodged through the SEN courts via the tribunal process, parents have 2 months from the date of naming to appeal.

<https://www.northnorthants.gov.uk/school-admissions/appeal-school-place>

6. Admissions procedures

It is realised that parents of prospective students will be anxious and uncertain about what to expect when a special school is suggested as suitable educational provision for their child. It is therefore important that admission procedures are sensitive to their needs and reflects a structure that is predictable and understandable. This will be achieved by:-

- ensuring all prospective admissions are initially dealt with by the leadership team.
- providing the opportunity to visit school and discuss needs with a member of the leadership team. Parents are more than welcome to bring someone with them on this visit. It is strongly advised that families do this before naming the school as their preference.
- providing parents with key information about the school.

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- once EHCP has been issued and Isebrook has been named as appropriate provision by the Local Authority, providing planned opportunities for the family and child to visit the school and meet their new teachers.
- providing relevant Class Teacher and team members with necessary papers so that where appropriate home visits can be arranged and involved professionals contacted
- ensuring parents are aware of arrangements such as transport, once an admission date has been agreed
- providing parents with opportunity to meet with teachers for a progress report during term of admission

Where visits to the school are arranged prior to the completion of the EHC plan, it will be made clear to all involved that such visits do not imply that the school has made a commitment to offer a place.

7. Admissions Planning

The Headteacher, in consultation with Senior Leadership Team and relevant members of staff, will be responsible for all decisions relating to admissions. In this way student numbers will be dealt with in a planned and efficient way. In order to aid this process, the LA will alert all neighbouring authorities of the purpose of the EHC Team and the deadline for place requests each term. This will have implications for timing of their meetings, particularly in the summer term.

A student will not be admitted to Isebrook until signed agreement of the funding level has been completed by the LA responsible for that student. A copy of the funding levels is attached to this policy.

The Headteacher reserves the right to decline a request for a place if it is felt that the school cannot meet the needs on as detailed on the statement or EHC plan.

8. Review of Admissions

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The school will work with parents and professionals to ensure provision identified in the EHC plan is provided, however, there may be occasion where this is not possible, for example the needs of the child change significantly and the school is no longer the most suitable provision. The school therefore reserves the right to remove a placement at the school if:

- It would be unsuitable for the, ability, aptitude or SEN of the child, or
- the attendance of the child would be incompatible with the efficient education of others or the efficient use of resources

The mechanisms through which this can occur is through the Annual Review process or parent meetings and subsequent discussions with the Local Authority. Meeting the needs of the child is the focal point of any such decisions and consultations.

9. Monitoring arrangements

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