



Edith Kay
Independent School

Admission Policy & Procedures

This policy is reviewed annually to ensure compliance with current regulations.

Approved / reviewed by:	
Governors Panel	
Date adopted:	May 2017
Reviewed:	October 2018
Date of next review:	October 2019

Edith Kay School (EK) promotes equality of opportunity and positive attitudes towards all young people, irrespective of ability or disability, ethnicity, religion, gender and sexual orientation. EK fosters an environment where discrimination and harassment cannot flourish, so that young people's needs are met and their full participation within the EK community is encouraged.

EK strives to find and ignite each young person's unique spark.

EK works in a variety of ways to support a young person. For example, we provide small group or individual learning; we offer a full-time curriculum where pupils are phased in according to their individual needs. We work with parents and Local Authorities to provide education at home or in out of school provisions in partnership with Edith Kay Outreach Services if necessary.

EK accepts young people, usually between 14-19 years of age who:

- Are in need of educational provision that can be tailored to meet their individual needs.
- Have an EHC Plan
- Have undergone the process of statutory assessment and are awaiting their first EHCP
- May have had a difficult or fragmented school experience
- May be out of school or NEET
- May have low esteem as learners.
- May have social, emotional or mental health needs
- May have a range of learning needs
- May be adopted or cared for by the local authority
- May have been supported by a range of professional services, for example CAMHS
- May display anxious, avoidant or challenging behaviour
- May be gifted and talented but with a phobia of school
- May have an exceptional talent or interest which needs nurturing
- May be on the autistic spectrum.
- May have complex family circumstances
- Will benefit from a nurturing and holistic approach to learning

Initial Enquiry

Initial enquiries are made through a local authority, school, education provider, social worker and sometimes directly by parents or carers.

Referrals

Referrals are made by a local authority. Following the referral, an EK senior manager will discuss the specific needs of the pupil with the referring organisation and documentation supporting the referral will be requested. This will include reports by school/provisions and other professionals, the child's educational history and the EHC Plan.

The referrer or previous educational setting will be asked to complete a Pupil Profile form which will be used by EK to help make a decision about our ability to meet the child's needs and to inform future planning.

Initial meeting

Once EK has ascertained that a child's needs can be met, a meeting will be arranged comprising of the young person, the parent/carer and other relevant people for example, social worker, EK representative, or LA representative with EK staff. The purpose of this meeting is to gather more information about the young person in order to make appropriate provision from within EK resources. Where appropriate, EK will arrange to meet staff from the previous school placement and can facilitate a transition package or phased transition.

Staff at EK are happy to share their expertise with feeder schools by providing a range of training or respite services.

Agreement with placing Local Authority will be agreed and a contract will be drawn up by the Local Authority.

Pupil induction

After agreement has been reached at the initial meeting, a period of induction will be arranged for the pupil at EK.

Proprietor: Dayo Adeagbo

Head Teacher: Karen Dwyer-Burchill

Reviewed: 11th October 2018