



Admissions Policy

Status Current Policy

Agreed by the Governing Board Oct 2024

Review Cycle Annually

Next Review October 2025

Lead Staff Jane Hatwell

Chair of Governing Board Alex Krutnik

Headteacher Jane Hatwell

Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

“Getting it right for every pupil”

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school’s ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential. A Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children’s rights in the school’s policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

Context

Stone Bay School offers day and residential provision for school for children and young people who have been diagnosed with an Autism Spectrum Disorder, and have severe and complex learning difficulties. All pupils will have their main area of need within Communication and Interaction.

Name of school	Stone Bay School
Address	70 Stone Road Broadstairs Kent CT10 1EB
Tel	01843 863421
Email	office@stone-bay.kent.sch.uk
School Type	Foundation Special School
Designation	Communication and Interaction with Severe and Complex Learning Difficulties Day and Residential Provision (weekly boarding Mon-Fri)
Primary Need	ASD with Severe and Complex Learning Difficulties
Class structure	Key Stage/Needs Led
District Served	Day Provision; Thanet and East Kent Residential provision; Countywide
Area	East Kent
Age range	4-19

Specific Admissions Criteria

From September 2021, prospective pupils should be between 4 and 19 years of age, of either sex (although gender may limit availability of suitable residential accommodation).

Prospective pupils have an EHCP, a diagnosed Autistic Spectrum Disorder and experience one or more of the following difficulties:

- Communication Difficulties
- Impaired Social Skills
- Severe and Complex Learning Difficulties
- Global Developmental Delay

The school cannot meet the needs of students who experience:

- Profound and Multiple Learning Difficulties (PMLD)
- A primary psychiatric disorder

- Behavioural, Emotional and Social Difficulties (BESD)
- An Atypical diagnosis where provision requires individual teachers and separate teaching/classroom space.

Prospective pupils should be between 4 and 19 years of age, of either gender (although gender may limit availability of suitable residential accommodation)

Although the school offers flexibility and person centred educational programmes, there are certain criteria used to identify the type of need that can be met by the school. Intake is

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limited by the school's designation as defined by the Local Authority (LA) and covers EYFS, KS1, 2, 3, 4, & 5.

In addition to this, resources available at any given time will be considered, e.g. gender mix, availability of suitable classrooms and bedrooms and health and safety considerations.

The LA has a statutory responsibility for arranging special educational provision for children and young people with Education Health Care Plans. The LA has agreed and published admissions criteria for each special school which are designed to broadly determine the suitability of a referral to the school, be it for a day or residential placement.

Admission Arrangements/Procedures

This admission procedure is designed to specifically identify the individual needs of prospective students and then state whether the school can meet them.

The admissions procedure involves the following steps:

- Referrals are received from the Local Authority, for example, via Assessment and Placement Officers (SEN)/Joint Resources Allocation Panel/Secondary Transfer Panel
- Members of the Leadership Team consider referral papers circulated by the Headteacher.
- Following discussions with senior staff, it may be necessary to observe the student at their current provision. If a consultation is received for a residential placement a home or respite care provision visit may also be undertaken.
- If a place at Stone Bay School is deemed to meet the special educational needs of the pupil, the Headteacher will respond in writing to the LA with an offer of placement subject to LA approval. A response will be given within ten days of receipt of consultation.
- If a place cannot be offered, the school will detail, in writing, why it cannot meet the prospective pupil's needs having regard to Section 39 (227) of the Children's Act 2014
- Pupils may be admitted throughout the year according to a suitable class/peer group having space available.

Class Structure

We group our pupils according to their holistic needs and learning style rather than by year group. We do usually group students by key stage.

Reception / Key Stage 1 classes (years R, 1 and 2)

Key Stage 2 classes (years 3-6)

Key Stage 3 Classes (years 7-9)

Key Stage 4/5 Classes (years 10-14)

Whilst we take the pupils' age into account, how children are placed is flexible and depends on individual needs or abilities. Generally the groups will be organised to take into consideration the learning stages the individual pupils are at.

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Following Department of Education guidance we generally have classes of 4 to a maximum of 8. As recommended in "Area guidelines for SEND and alternative provision Including special schools, alternative provision, specially resourced provision and units Building bulletin 104 December 2015"

Pupils with "significant difficulties associated with autism (ASD) require greater personal space and high levels of adult supervision, pupils (are) taught in groups of 6-8"

Pupils at Stone Bay follow a highly personalised pathway according to their engagement levels and their barriers, strengths and aspirations for adulthood as outlined in their EHCP. When considering admission of another student we would always consider the impact this may have on the students currently attending Stone Bay.

Stone Bay school does not have an annual intake of pupils in reception or year 7, this is because we are over capacity and we have very few leavers in post 16 over the coming 5 years. Places are only available when a child leaves school.

Residential Placements

Before a residential placement can be considered we will assess if we can accommodate a young person's needs in one of our classrooms and we have a space available. Then, subject to beds being available residential placements may be offered to those pupils who it is deemed by the Local Authority would benefit from a 24-hour curriculum. Careful consideration is given to individual needs and groupings before placing a pupil in our

residential flats. Our residential provision is open Monday to Friday term time only (4 nights a week).

Safeguarding, Equality and Equal Opportunities Statement

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.

To support parents and carers in their understanding of Stone Bay we ask that you look on our website in particular at our weekly newsletters. We are currently not offering school tours as we are unable to offer any key stage transition places.

All admissions enquiries need to go through the local authority, please seek advice from KCC you can find more information at <https://www.kelsi.org.uk/admissions>

If the headteacher receives a consultation for a place at Stone Bay, the headteacher will respond back to SEN admissions team. If you wish to see the schools response please request this from the SEN caseworker at KCC

