



# Phoenix School Sylhet

## Admissions Policy

Agreed:

Written May 2019

APPROVED

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Capacity: \_\_\_\_\_

Date: \_\_\_\_\_

**AIM: To ensure that the admission of pupils to Phoenix School Sylhet is managed in an informative manner taking due regard of pupil need.**

**Pupils admitted to Phoenix School Sylhet will:**

- Be within the designated 3 – 8 age range.
- Have a diagnosis of autism with severe language, communication and learning difficulties; the severity of which is such that a mainstream school cannot provide for their needs, even with additional support, at the particular time at which they are admitted.
- Have a full professional assessment of need or a placement during assessment.

**Parents**

Parents are likely to have been recommended to visit Phoenix School Sylhet by a professional working in the field of autism.

Parents are asked to contact the school to make an appointment for a visit, which will include a tour of the school, a meeting with the Head teacher and the opportunity to ask questions.

If a letter requesting a place is received directly from a professional, the school will contact parents in order to make an appointment to visit. The child's name may then be placed on a waiting list if it is decided that his/her needs can be met at the school. Once a decision has been made to assess the child, two observation mornings are arranged when parents will be asked bring the child to school in order that he/she can be observed in one of our classrooms. Following the class visits a planning meeting will be arranged to decide whether it is appropriate to offer a place at Phoenix School Sylhet.

**Home school agreement**

On starting at Phoenix School Sylhet we require a Home School Agreement to be signed by parents and the school, setting out respective responsibilities.

**School Uniform**

Phoenix School Sylhet has a very simple school uniform that the child will be required to wear. This includes sweatshirts and polo shirts which can be purchased from the school office.

**Rights Respecting School**

Phoenix School Sylhet is a Rights Respecting School (UNICEF). We ensure all pupils are aware of their rights through policy and practice throughout the school:

- Article 19: You have the right to be protected from being hurt and mistreated
- Article 6: You have the right to be alive
- Article 23: You have the right to special education and care if you have a disability

### **KEY PERSONS at Phoenix School Sylhet:**

**Head teacher:** responsible for the admission of all new pupils.

**Administrator:** responsible for the completion of admission paperwork, pupil record folder and liaison with transport staff.

**TA/Outreach Worker:** responsible for home school liaison

**Class teachers:** responsible for draft Personal Education Plan (PEP) and Baseline Assessment.

### **ADMISSIONS PROCESS**

The process of admission is organised according to the individual needs of the pupil and may well vary from child to child. The general framework is outlined below.

#### **STAGE 1** (School may or may not have prior paperwork/knowledge of the child)

Parents/Carers visit the school with or without their child; meet Head Teacher and or senior staff, receive a tour of the school, brief details taken on pupil and any other relevant information.

#### **STAGE 2** (School has relevant paperwork)

Consultation by the Head teacher with relevant teaching staff and Outreach worker takes place, papers may not be accepted if the placement is inappropriate (pupils needs not meet by the school's curriculum).

If the child's placement is inappropriate the parents/carers are informed by letter and/or papers are returned. If a placement is considered appropriate the child then attends for 2 class visits.

Following the visits parents/carers are then invited to visit the school for a planning meeting with the Headteacher and key professionals.

Parents/Carers may be offered a place for their child or informed that their child's name will go on to a waiting list. All relevant staff are consulted and a date set for admission.

The Schools Business Manager completes admission paperwork with parents/carers. Admissions usually take place at the start of the academic year unless places become available during the year.

### **STAGE 3**

On the morning of admission, parents/carers arrive at school with their child in order to meet the class teacher, transport staff and complete any outstanding paperwork.

### **STAGE 4**

Class teacher drafts PEP, completes a baseline assessment within 6 weeks of the child starting school.

A meeting is arranged with parents/carers not more than 8 weeks after the full statement is received or the date of admission to discuss PEP targets.

### **ADDITIONAL PROCEDURES**

1. Full pupil entry meeting/Planning Meeting: - involving all professionals connected with the pupil and parents/carers.
2. Induction period: - the pupil may spend a whole day or 2-3 half days at the school prior to admission. The pupil may also be admitted on a part time basis.
3. Teacher, Parent/Carer meeting: - Class teacher to have half-hour meeting with parents / carers either on the morning of admission, prior to admission or at a time arranged between the teacher and parent/carer. (Within 2 weeks of entry).
4. Staff liaison meeting: staff from Phoenix School Sylhet may visit the child's home or current school and observe the child.
5. Staggered start: new pupils integrated over a period of 2 weeks.

## **Autism**

### **What is autism?**

Autism is a lifelong developmental disability that affects how people perceive the world and interact with others.

Autistic people see hear and feel the world differently to other people. If you are autistic you are autistic for life; autism is not an illness or disease and cannot be cured. Often people feel being autistic is a fundamental aspect of their identity.

Autism is a spectrum condition. All autistic people share certain difficulties but being autistic will affect them in different ways. Some autistic people may also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support. All people on the autistic spectrum learn and develop. With the right sort of support, all can be helped to live a more fulfilling life of their own choosing.

### **How is autism diagnosed?**

The characteristics of autism vary from one person to another but in order for a diagnosis to be made, a person will usually be assessed as having had persistent difficulties with sensory perceptual challenges, social communication, social interaction and restricted and repetitive patterns of behaviours to the extent that these “limit and impair everyday functioning”.

A diagnosis is the formal identification of autism, usually by a multidisciplinary diagnostic team, often including a speech and language therapist, paediatrician, psychiatrist and/or psychologist.