The Evolution and Henslow School

Admissions Policy

Aims

Before admitting a young person to the Evolution and Henslow School, the following must be taken into consideration:

- That the placement meets the needs of the young person given due consideration to their age, previous experiences of education and level of functioning and understanding.
- That the placement does not create a potential for significant harm to the young person or another young person or a member of staff which cannot reasonably be managed by the school.

In making this decision the directors and head teacher/deputy head teacher will base their final decision on knowledge and information about the individual, ensuring an ethos of equal opportunity and anti-discrimination.

The Evolution and Henslow School have been set up to meet the needs of the following groups of learners:

- 5 – 18 year olds
- Those working across a range of ability from Year 1 expectations to Year 11 expectations (any Learners in the sixth form will be present because they need to cover work missed at Key Stage three or four). Learners without learning disabilities (MLD/SLD).
- Learners without physical difficulties that would prevent them from accessing our facilities.
- Learners considered to be on the autistic spectrum
- Learners without medical needs which require specific provision of facilities

Please note that this does not prevent us from providing fully for any learners suffering with short term physical or medical difficulties.

Referrals

Young people may be referred to the Evolution and Henslow School at any time during the academic year. Referrals may come:

- Via the parent care company: Unless attending a mainstream school, young people of statutory school age residing with the company may attend the Evolution or Henslow School. Placements will be on a full time programme basis, often with the supplement of an alternative provider. This will be confirmed following the collation of the appropriate educational reports and referral information.
- Via a Local Authority (E.g. Powys, Shropshire, Telford and Wrekin) as a day Learner: Local authorities may refer a learner for whom the Evolution or Henslow School is felt to be an appropriate placement.
- Via a parent, with the agreement of their Local Authority.

As much information as is available will be sought at the point of referral to enable the Evolution and Henslow School to assess the appropriateness of the provision for the learner.

Information considered will include:

- Personal details
- Health needs
- Educational history, needs (including any special educational needs), most recent placement, assessment records, school records
- Risk issues, level of supervision required, behavioural history, child protection issues

- Expectations and requirements sought by the placing authority in relation to the placement
- Views of the young person's parents/carers and social worker
- The young person's legal status
- Personal and family history of relevance to the placement

The information provided will assist the directors and head/deputy head teacher in their assessment of the suitability of the provision offered at the Evolution or Henslow School to the young person's needs. They will also consider whether the school has sufficient staffing to meet the needs of the young person. Measures of control, discipline and restraint used at the Evolution and Henslow School should be made clear to the placing authority, young person and parents/carers.

It is recommended that the time taken from the point at which the learner becomes resident at the company or in the case of day learners the confirmation of their placement, to the initial visit to school be no more than five school days. A starting date should usually be set within the next five days; however consideration must also be given to whether the learner is ready to begin school. Some young people need time to settle into their care placements before attending school.

Admission

Once the learner has been accepted an initial meeting will be organised, this will serve as part of the learner's induction process. Consideration will need to be given to the learner's emotional state, attitude to school and previous attendance patterns, so that a programme can be designed to meet their personal needs. It may be appropriate to begin the learner on an integration plan to build up to a full programme.

During their placement and at the most appropriate time, the learner will undertake a number of baseline assessments to clarify their educational needs and to construct a learning profile to assist teachers in adapting lessons to ensure the learner makes progress from their starting point.

Admission procedure:

1. School is notified of a new referral and receives paperwork.
2. In the case of a day student agreement around appropriate support in school, use of restraint and procedures for writing up notifiable incidents.
3. Learner takes up residence within the company or in the case of a day learner LEA/school confirms placement.
4. Checking process for all consent forms
5. Within one school week – discuss with house manager/parent appropriate timeline for introducing the individual to school, including whether on full or integration timetable.
6. Carry out induction meeting with learner and/or parent/carer.
7. Arrange some taster sessions to introduce the learner to teachers and establish working relationships.
8. Complete appropriate assessments for the individual learner to receive appropriate and needs led teaching.

Last Reviewed	*July 2025*
Next review due	*July 2032*
Reviewed by	*Head Teacher*