

Admissions Policy



Approved by: Trust/LGB

Date: 23.02.22

Last reviewed on: (March 2023)

Next review due by: March 24

Introduction

Kensington Queensmill Free School will be located at Barlby Road, North Kensington, London, W10 6BH. It will meet the needs of children and young people aged 2-19 years, who have autistic spectrum disorders (ASD) or severe learning difficulties (SLD). When full, the school will provide provision for a total of up to 80 pupils. All pupils at the school will have special educational needs and/or disabilities (SEND) and an Education Health and Care Plan (EHCP).

Once admitted to Kensington Queensmill, pupils will experience a specialist education designed around the values of:

- Inclusion
- Empowerment
- Support
- Empathy and Compassion
- Collaboration
- Community Engagement

Criteria

Kensington Queensmill school will work closely with the surrounding Borough SEN departments, to ensure that children and young people admitted to the school are within the school's criteria. These are:

1. An Education, Health and Care Plan (EHCP)
2. Working at academic levels well below age-related expectations. Whilst children in mainstream primary settings would be achieving up to level 2 at KS1 and up to level 5 at KS2, the children in Kensington Queensmill are likely to achieve well below age-related expectations and being assessed according to the engagement model.
3. All decisions on placement will involve both an assessment of consultation papers and an observation visit of the child in person.

Admission Process

The process of admission is the following:

1. The Local Authority (LA) sends a child's papers to the school.

The Head replies whether or not the school can meet needs as judged from papers alone. The Head then reports to the LA as to whether they consider that the school can meet the particular needs of the child in question, for a final decision by the LA. On behalf of the Governors, the Head will reply to statutory consultation confirming the school can meet the particular needs of the child in question; suitability, and the placement is in line with the efficient education of its existing

pupils; compatibility. If there are concerns whether either/both statutory caveats apply, the Headteacher will provide the admissions authority with details of any reasonable steps required to overcome these concerns and if appropriate, why it is not possible to take any/all of these.

2. Should the LA ask Kensington Queensmill School to visit and observe the child to verify whether they can meet the child's needs, this must be completed within the statutory timescales for consultation. If the Head says the school can meet needs from papers alone, this is reported to the LA's SEN Panel, who, if they wish, then pursue the place for this child.
3. The school (either Head or one of the Deputies) arranges to visit the present setting, observe the child and talk to any relevant professionals.
4. If the school feels they can meet the child's needs, they inform the LA and admission is arranged.
5. Offers of a place are at the existing provisions of:
 1. Kensington Queensmill Early Years Foundation Stage
 2. Kensington Queensmill – Primary Phase
 3. Kensington Queensmill – Secondary Phase
 4. Kensington Queensmill – Post 16.

Recommendations as to the most suitable placement are made by the school and communicated to the LA for final approval.

Arrangements made to help the child's transition into Kensington Queensmill School:

In order to help the child in their move to Kensington Queensmill, we put a transition plan in place, working with the child's parents and, where they are coming from a school, with their present school. This would involve visits, social stories, photos books, etc; we would be led by the child in this, but would put in place everything possible to help them move easily into their new school.

We have a very good track record in this. We have admitted children directly after diagnosis and as young as two, as well as children in any year group in the school. We have considerable experience admitting children and young people of all ages, who will have come from other schools or from home education. We are proud to say that we have always made the transition smooth for both the child and their parents/carers. We conduct an initial baseline assessment (i.e. after two weeks) and then another comparative baseline after 6-8

weeks, meet with parents as part of this process and agree longer term academic and social targets – which will inform the EHCP and other assessed targets for the child at school.

Links to Other Policies

This policy should be read in conjunction with the school's other policies as published [here](#).