



# CHELSEA

HALL SCHOOL

## ADMISSIONS POLICY

**Responsible Person:** Headteacher (Jessica Duemler)

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## INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

**Character**  
**Creativity**  
**Confidence**  
**Competence**

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

**Peninsula HR Online**  
**Peninsula Business Safe (Health and Safety)**  
**Atlantic Data (DBS)**  
**Educare (online CPD)**

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## **CONTEXT**

Chelsea Hall School maintains a maximum of 48 pupils between the ages of 4 and 11. We cater for children with mild to moderate Special Educational Needs, and work with multiple Local Authorities, although it is not necessary for children to have an EHCP to be admitted to Chelsea Hall School.

## **ADMISSIONS POLICY**

Our assessment procedure has been developed to take into account that many pupils with SEN face challenges as a consequence of a lack of appropriate support. Our admissions assessment process is designed to assist us in ensuring that we can meet the needs of every pupil at CHS and that they will thrive and progress within our provision.

Chelsea Hall School seeks to offer places to pupils for whom we feel confident our ethos, vision, approach and school community will be an appropriate fit. CHS aims to facilitate the overall development of every pupil who joins us and to tailor our teaching to meet individual needs. It is important that we endeavour to ascertain if prospective pupils have the underlying cognitive ability and behavioural and social tools to access our curriculum and take part in our wider school community at an age-appropriate level, as well as whether we have a place available within an appropriate peer group.

The suitability of children for admissions is determined by a multidisciplinary approach, as detailed below.

Please note that the admissions process is conducted primarily during term time. When 'working days' are mentioned in this policy, they refer to term time working days.

## **ADMISSIONS CRITERIA**

Most of our pupils have Education Health and Care Plans, however this isn't a requirement to be admitted to Chelsea Hall School, and we will support parents of current pupils in their endeavours to obtain one, should they wish to. Parents whose child already has an EHCP should contact their Local Authority and inform them of their interest in joining Chelsea Hall School.

Careful consideration is given to every application regarding the dynamics of any new groupings a child's intake would cause. Once a child is accepted, we are fully committed to the new pupil as part of our school community.

The following are considered when reviewing a child for admissions to CHS:

### **AVAILABILITY**

Pupils will be considered for admissions if:

- The school feels they are able to meet the child's needs and provide the necessary provision; and
- The school still has spaces to fill.

Chelsea Hall School will maintain a waiting list, should the possibility of an occasional place arise.

Pupils will ideally join Chelsea Hall School at the beginning of the school year, however applications are considered throughout the academic year. When admitting a student in year, the school will determine the best starting date (taking into consideration the needs of the student joining and the needs of the current cohort).

## NEEDS

### Pupils will be considered for admissions if we feel that:

- we are able to provide the pupil with what the environment and provision they need to develop, including taking into account any Special Educational Needs or Disabilities that pupil may have; and
- we are able to meet the child's needs academically, socially and medically; and
- children would benefit from the education and resources on offer at Chelsea Hall School

### Diagnosis and profiles we can support include but are not limited to:

- Autism
- ADD/ADHD
- Mild to Moderate SEMH
- Speech, Language and Communication difficulties
- Dyslexia
- Dyspraxia
- Anxiety
- Global developmental delays
- Rare Chromosomal Abnormalities
- Down's Syndrome

### Profiles we do not cater for:

- While we do not base our decisions to deny admittance on inappropriate behaviours which we feel would dissipate when the child has developed confidence and coping strategies to deal with his difficulties, Chelsea Hall School does not cater for children whose primary need is their emotional and behavioural difficulties.
- Chelsea Hall School does not cater for non-verbal children.
- We are able to support pupils with English as an Additional Language, however pupils will require a certain level of English in order to access our provision.

## INCLUSIVITY AND DIVERSITY

The following are considered when reviewing a child for admissions to CHS:

- The maintenance of a diverse and dynamic pupil population;
- The pupil's capacity to socialise in the wider CHS community;
- The need to maintain a balance of entry, so that we can encourage new families to consider CHS, while looking favorably on children whose families already have a demonstrable connection with the School.

**Limited Accessibility:** Please note that the school is housed in a building with three floors without a lift. We are unable to accommodate wheelchair users.

## THE SCHOOL ETHOS

It is important that parents understand and support CHS's aims and ethos, and this is considered when reviewing a child for admissions to CHS.

## ADMISSIONS PROCESS

Our admissions process consists of a number of stages that are set out below:

### 1. CONTACT THE SCHOOL OFFICE TO DISCUSS POSSIBLE ADMISSIONS

Parents are to contact the school via phone or email to enquire about possible admissions and to start the admissions process.

E: [pernilla.vestberg@chesleahallschool.com](mailto:pernilla.vestberg@chesleahallschool.com)

## **2. SUBMIT REQUIRED PAPERWORK**

The following must be provided to the school when applying for a potential place:

- Admissions Questionnaire
- EHCP (if a child has one)
- Any specialist reports (eg. Educational Psychology, Speech and Language, Occupational Therapy etc)
- Reports from current or most recent school

## **3. PAPERWORK ASSESSMENT**

Once all of the paperwork above is received, the Admissions Team will review it to determine whether, based on the paperwork, the school could support the child's needs. Paperwork will be reviewed within 2 working weeks from full submission, during term-time (if the school requires longer to review the paperwork, you will be informed).

If the school does not feel they can meet need, the family and/or Local Authority will be informed. If the school feels they may be able to meet the child's needs, we will proceed to the next step.

Note: If the admissions team determines that CHS may be able to meet need, but there is not a place available for admissions to the school, the family will be offered a place on our waiting list for a trial.

## **4. TOUR AND TRIAL DAYS**

The parents will be offered a tour of the school and the student will be booked in for 'trial' days. These days will enable the school to further assess suitability of a placement, and for the student and family to determine whether they feel the school is a good fit for them.

If Local Authority funding through the EHCP is required in order for a student to take up a place at CHS, the Local Authority must consult the school prior to the trial days being set up. This is to ensure that there is a strong partnership between the family, the LA and the school, and to ensure that trial days are only conducted where there is a realistic likelihood that the place would be accepted and funded. We appreciate that there can be exceptional cases where the consultation is not possible prior to the trial, and this should be discussed with the school in advance.

**Before the trial can commence, parents must complete the Trial Day Information Pack.**

Generally trials are conducted over two consecutive days, however the school may choose to alter (shorten or lengthen) this based on the child's needs and profile, or due to the current operations at the school.

During the trial days, pupils will join an appropriate class (based on review of the paperwork) and participate in the lessons and activities of the normal school day. The pupils will be observed throughout their trial days by a variety of staff, which could include the Senior Leadership Team, Teachers and Therapists. On some occasions, we may find it necessary to conduct some standardised or baseline testing during the trial days.

The school reserves the right to shorten the period of the trial at minimal notice if anything arises during the trial period that the school deems to be a concern for the visiting student or the current cohort. Parents must therefore be available to collect their child early at minimal notice if contacted to do so during the trial period. If a trial is shortened, the following may occur:

- The school does not proceed any further as the placement is deemed unsuitable by the school or family.
- The school re-schedules the trial day(s) or further assessments if they feel they may still be able to meet need.

## **5. THE ADMISSIONS TEAM REVIEW**

The Admissions Team will meet to review the feedback from the trial days, in conjunction with the paperwork provided, to determine whether we are able to offer the child a place at Chelsea Hall School.

## **6. FAMILIES AND LOCAL AUTHORITIES WILL BE INFORMED OF THE OUTCOME OF THE TRIAL VIA EMAIL.**

This will occur within 10 working days of the trial taking place.

## **7. SECURING A PLACE AT CHELSEA HALL SCHOOL**

To accept an offered place:

- parents will need to complete and return the Acceptance Form
- For LA funded placements, the LA must confirm the placement with the school in the timeline listed in the offer letter
- For privately funded placements, parents must pay a deposit of £1,000 to secure the place. This deposit is non-refundable should the child not take the place at the school. If the placement is taken up, and the one term's notice period adhered to when the child leaves the school, the deposit will be returned at that time.

There may be a period of delay between a place being offered and the child being able to take that place up if the Local Authority has to be consulted with regard to the cost of that placement. Places will be held open for a predetermined time highlighted in the offer letter. Families can request an extension on this date from the headteacher, but should be aware that an extension is not normally possible.

Before a place is offered at the school (and preferably during the application process):

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND or medical circumstances;
- Based on such disclosure, the school will confirm whether or not it is able to meet the needs of the child.

Where a child's SEND is identified, or develops/emerges, after the child has started at the school, we will continue to support the child as long as:

- We have the appropriate resources and facilities to provide them with the support they require;
- We believe it is in the best interest of the child and/or of the school community to remain at the School.

Where, in our judgment, these conditions no longer apply, we reserve the right to withdraw a place at the School. In such circumstances, we will make every effort to support families in finding alternative arrangements.

We recognise that there could be exceptional circumstances where there needs to be reasonable adaptations to our admissions process (eg-family located overseas). Where that is the case, the child may be offered an Assessment Placement. The child can therefore fully join the school, however their placement will be continually assessed by the staff team, and the parents, for a determined period of time (usually one term) to ensure the placement is suitable.

## **8. TO RAISE A COMPLAINT**

It is critical that the school only offers placements for students whose needs can be met and where there is an appropriate place in a class. Admissions offers can not be appealed. Parents can reapply for a place in subsequent years.

If it is felt that the admissions decision was not in line with Chelsea Hall School policy and procedures, complaints can be raised as detailed in the Chelsea Hall School Complaints (Other Than Parents) Policy.

## **ONCE THE CHILD HAS STARTED SCHOOL**

- The first half-term of every school year is spent mostly on assessment, so as to allow the team around each child to get to know them (if they are new to the school) or re-assess their needs following the summer break. If a pupil joins the school halfway through the year, then their first half-term in the school will similarly be spent on assessment.
- Parents will be given an opportunity to discuss their child's progress at least once a term. Parents will also be able to communicate with the team around their child on an ongoing basis via email, and may request a meeting at any time should they have any concerns.
- For pupils who have an Education Health and Care Plan, an Annual Review is held within 12 months of the Education & Healthcare Plan being issued and thereafter annually.