

# **BIRMINGHAM INDEPENDENT COLLEGE**

## **SEND ADMISSIONS POLICY**

### **1. Introduction**

Pupils are referred to Birmingham Independent College (BIC) by Birmingham Local Authority's Special Educational Needs Assessment & Review team (SENAR) plus other Local Authorities' SENAR teams.

SENAR is responsible for allocating secondary school places and maintaining Statements/Education Health & Care Plans (EHCP's) of children with special educational needs.

BIC accepts pupils with Statements/EHCP's from all wards within Birmingham and also from other neighbouring Local Authorities.

Any child with a Statement/EHCP is required to be admitted to the school that is named in their Statement/EHCP. This gives any such child overall priority for admission to the named school.

### **2. Looked After Children (LAC)**

Looked after children are recognised as individuals with many of the same needs as any other child referred to BIC. Our LACES Co-ordinator makes sure that statutory guidance is followed to ensure that LAC are not disadvantaged during the admission process or indeed at any time during their placement at BIC.

### **3. Referrals**

Students can be referred from Year 10 and can transfer from various educational establishments, including special and mainstream schools, the Home Teaching Service and pupil referral units.

All referrals for placements are carefully considered by the SLT to assess whether or not Birmingham Independent College can meet the child's needs as set out in their Statement/EHCP and that in doing so no child already on roll has their needs compromised. If it is decided that the child's needs can be met, a formal response is sent to the Local Authority and the admissions process as set out below begins.

### **4. Visits prior to Admission**

All prospective pupils and their parents/carers are required to make a visit to BIC. BIC has no objection to any Agencies that might be working with the family also attending.

On receipt of the referral from SENAR, the Operations Manager will make contact with parents/carers to arrange a visit to the school to meet a member of the SLT.

The visit provides a no obligation opportunity to see what the BIC has to offer, its ethos and expectations, as well as a chance to ask any questions and discuss the placement. It is the BIC's intention to make the visit a positive experience for all involved.

The Operations Manager in the main will meet the young person and their family/carers. Have an informal chat in the school office and then take a tour around the school.

Parents/carers can then make a sound judgement as to whether or not they feel that BIC is a suitable secondary placement for their child.

An information pack is issued providing all relevant details about the school, and forms that might need to be completed should a formal offer be given.

It is usual practice for the child to attend the visit with their parents/carers. Increasingly however some parents/carers wish to visit the School in the first instance without their child and BIC is happy to accommodate such requests.

## **5. Induction Process**

- A referral is received from SENAR which is read by the SLT
- The parents/carers are contacted to arrange a visit to meet the SLT and have a tour of the school.
- If both parties, feel BIC can meet the needs, a half day taster will take place to enable the child and the school to make an informed decision as to whether an offer will be made.
- Teaching staff and the SLT will review the taster, how the child interacted with the other pupils and the staff. Their general conduct during the taster and their level of capability. An informed decision can then be made as to whether a place will be offered.
- Parents/carers are contacted by the SLT to confirm the decision
- A formal response is sent to SENAR to confirm an offer is being made, and a potential start date.
- Contact is made with the previous school to ascertain information about the child such as if they do not get along with another particular child
- A pre-visit is made to parents/carers to begin the Placement Plan and ascertain background information and any particular difficulties the child has.
- An assessment in English, maths and ICT is given to the student to determine baseline levels.
- Information is then collated and shared with staff as a pen portrait.

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