



Grow Independent School

ADMISSIONS POLICY

Last Reviewed: July 2024

Reviewed By: S Hawthorne

To be reviewed: July 2025

Grow Independent School Admissions Policy

At Grow, we are committed to providing an accessible and inclusive environment for all our students, staff, parents, and visitors. We strive to ensure that everyone can fully participate in our educational community, regardless of any physical, sensory, cognitive, or neurodiverse conditions.

We can provide information in multiple formats, including printed, electronic, and audio versions. Please let us know your preferred format. We offer translation and interpretation services to support non-English speakers and those who use sign language.

We value feedback from our community to help us improve our accessibility measures. If you have any suggestions or require assistance, please contact us: office@growschool.co.uk

Thank you for helping us make Grow a welcoming and accessible environment for everyone.

1. Introduction

Welcome to Grow Independent School. We are dedicated to providing a supportive, inclusive, and nurturing environment for students with diverse educational needs. Our admissions policy ensures that every application is evaluated fairly and transparently, considering the individual needs and potential of each child.

2. Aims

- To provide a clear, fair, and consistent admissions process.
- To admit students whose educational needs can be met by the school's specialised programs and resources.
- To ensure the school community is diverse and inclusive.

3. Conditions of Admission & Eligibility Criteria

3.1 Conditions of Admission

It is a condition for admission that:-

- all applicants meet the selection criteria for admission
- any conditions of entry to the School are fulfilled
- the School receives payment of an Acceptance Deposit where applicable
- the applicant is of appropriate age and maturity
- the School can adequately cater for and meet the needs of any disability and/or special educational needs.
- the School has the trust and confidence of parents/carers and can rely on their reasonable cooperation.
- Parents must provide all material information to facilitate a reliable assessment of need.

- Places are offered on the basis that we have assessed that the pupil's needs can be met.
- Needs are assessed on the basis of information made available to the school at the time of assessment.
- Assessments made on the basis of incomplete or inaccurate information jeopardise the pupil's place[ment]. Places are offered on the basis that the school can expect a relationship of trust and confidence with parents/carers which entails reasonable behaviour and conduct towards the school and its staff at all times, including reasonable cooperation on matters relating to their child's education and care.
- For pupils being placed through Local Authorities, Parents attention has been/will be drawn to the admissions and positive relationships policy in particular.
- Parents and the LA must provide all material information to facilitate a reliable assessment of need.
- Places are also offered on the basis that the school can expect a relationship of trust and confidence with the LA and parents/carers which entails reasonable behaviour and conduct towards the school and its staff at all times and reasonable cooperation on matters relating to the pupil's education and care.

Admission to the School is at the Head's discretion and is supported by the views of the senior leadership team and governing body.

The acceptance of Grow Independent School policies apply to all placements.

The views of the young person and parent/carer are important factors within all admission decisions. Student voice and parental preference is considered subject to our provision being appropriate for the age, ability, aptitude and special educational needs of the young person. Therefore, before admission to Grow Independent School, we ensure that:

- a) The school's context is in line with the young person's views and aspirations as set out in their EHCP
- b) The views of the young person are, as far as possible, expressed and evidenced within the EHCP and indicate a positive preference for a change to their current type of provision.
- c) We are satisfied that the parents/carers are supportive of their young person's placement at Grow Independent School, and in particular, that they are happy to adhere to all policies and procedures in place.

3.2 Eligibility Criteria

We welcome applications for children and young people with an EHCP aged 11 to 16 with special educational needs, including but not limited to:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia and other specific learning difficulties
- Speech, language, and communication needs (SLCN)
- Social, emotional, and mental health needs (SEMH)

- Physical disabilities

4. Application Process

4.1 Initial Inquiry

Parents/guardians are encouraged to contact the school to discuss their child's needs and arrange a visit.

4.2 School Visit

Prospective families are invited to tour the school and meet staff. This visit allows families to gauge the suitability of the school environment.

4.3 Local Authority Referral

The local authority may then be informed that Grow is the parental preference for the placement.

NOTE: We do not anticipate that Grow Independent School will be accepting privately funded students at this time. This may be reviewed in the future.

4.4 Supporting Documentation

The local authority should then consult with our school by submitting relevant documentation, including:

- Educational Health and Care Plan (EHCP), if applicable.
- Recent educational psychology reports.
- Previous school reports.
- Any additional professional assessments (e.g., speech and language therapy, occupational therapy).

4.5 Assessment

The school's admissions panel will review the application and supporting documents to establish whether we initially feel that we can meet the needs of the child. An assessment day may be arranged for the child to participate in school activities and be observed by staff.

5. Decision Making

5.1 Admissions Panel

The admissions panel comprises senior leadership, special educational needs coordinators (SENCOs), and relevant teaching staff.

5.2 Criteria for Acceptance

The panel will consider:

- The child's educational needs and how these align with the school's provision.
- The school's capacity to meet the child's needs.
- The impact on the current student body and resources.

5.3 Notification

- The local authority will be informed of the decision in writing within 15 days of the consultation being received of the decision.
- If the student has not yet managed to visit the setting, a positive consultation response is only provided on the condition that the student comes in to the setting and is observed with other students during an initial visit.
- A positive consultation may be withdrawn if an initial visit takes place after the consultation is sent and the school feel that the placement would not be suitable following the initial visit.

6. Transition, Induction and Probation

6.1 Transition Planning

Successful applicants will receive a personalised transition plan to ensure a smooth start at the school. This may include additional visits, meetings with staff, and tailored induction activities.

6.2 Induction Program

New students will participate in an induction program designed to familiarise them with the school environment, routines, and expectations.

6.3 Probationary Period

New students will complete a probationary period of 4 weeks to ensure the placement is suitable. If the placement is shown to be detrimental to the education of others at the school, or the school is unable to facilitate the student for any reason, a written notice of immediate placement withdrawal will be shared with the Local Authority and parents.

7. Appeals Process

If an application is unsuccessful, parents/guardians have the right to appeal. Appeals should be made in writing within 14 days of the decision notification. An independent panel will review appeals.

8. Equal Opportunities

The school is committed to equal opportunities and does not discriminate based on race, gender, religion, disability, or socio-economic status. We welcome applications from all sections of the community.

9. Special Needs and Disabilities

The School welcomes all applicants and will comply with the Equality Act 2010.

The School will do all that is reasonable so that it may accommodate the needs of disabled applicants.

The School will do all that is reasonable to ensure the application procedure (and any information about the School) is accessible for disabled applicants and will make all reasonable adjustments.

Parents/Carers/Local Authorities are required to provide all material information to support an effective assessment of eligibility for admission and of support requirements should a place be offered.

The School may request further information, such as a medical certificate or educational psychologist's report, and any associated correspondence from the pupil's current school that the School considers necessary to make a fair assessment.

Full and timely cooperation is required from parents and or the local authority at all times.

If, after reasonable adjustments have been considered, the School is unable to adequately cater for the needs of those children with disabilities, the individual/s who have made the enquiry for a school place will be informed why an offer will not be made.

If an applicant's disability only becomes apparent after admission, the School will consult with parents/carers/Local Authorities about what reasonable adjustments, if any, can be made in order to allow the child to continue at the School.

If, after reasonable adjustments have been considered, the School is unable to adequately cater for and meet the needs of the pupil, the Head may request parents to withdraw their child or the School may terminate the placement, as applicable.

10. Review and Monitoring

This admissions policy is reviewed annually to ensure it remains effective and reflective of the school's aims and statutory requirements.

11. Contact Information

For further information or to begin the admissions process, please contact:

Vikki Boyd

Grow Independent School

office@growschool.co.uk

01282 541949