

ADMISSIONS POLICY

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TABLE OF CONTENTS

1. Purpose.....	3
2. Definitions	3
3. The Policy.....	3
4. Catchment area.....	3
5. Scope	3
6. Assessment process.....	4
7. GDPR 2018	5
8. Fees	5
9. Policy Review	5
10. Version History.....	6
11. Related Legislation & Guidance.....	6
12. Related Internal Documentation	6

1. Purpose

1.1 This Policy aims to set out the admission criteria for parents and local authorities.

2. Definitions

2.1 'Jigsaw School' and 'the school' both mean Jigsaw CABAS® School

2.2 EHCP is an acronym for Education, Health and Care Plan

3. The Policy

3.1 Jigsaw School is a day school for autistic children and who have moderate to severe learning difficulties.

3.2 The school will be particularly appropriate for children who require a co-ordinated and consistent programme of education.

3.3 It is expected that children who attend the school will have an Education, Health and Care Plan (EHCP) and have a diagnosis of autism or be under assessment for an autism diagnosis.

4. Catchment area

4.1 Jigsaw School currently has a catchment area which includes Surrey, West Sussex, Hampshire, and London Areas. Pupils will be considered for a place providing their anticipated journey is less than one hour for a Primary aged child and one hour 30 minutes for a Secondary aged child.

5. Scope

5.1 Jigsaw School aims to meet the needs of autistic pupils which may be accompanied by moderate, severe or complex learning difficulties and speech and language difficulties using a structured programme of intensive intervention based on the principles of behaviour analysis. The school is open to all pupils with a diagnosis of autism or under assessment for an autism diagnosis equally subject to:

- Confirmation that the school is capable of meeting their needs following assessment by staff of the school and
- Local Authority funding being confirmed .

5.2 In formulating its Admissions Policy, the school recognises the importance of adherence to the Children and Families Act 2014, General Data Protection Regulations 2018, The Equality Act (2010) the Special Educational Needs and Disability Discrimination Act (2001), The Human Rights Act (1998), The Race Relations Act (1976) and the Sex Discrimination Act (1975).

5.3 The maximum number of pupils attending the school is determined by Her Majesty's Inspectors of Schools. All pupils must have an EHCP in line with the Children's and Families Act (2014) as defined in the SEND Code of Practice. Virtual Information sessions are held for parents and professionals on an individual basis that will help them make an informed decision about whether the school can meet the needs of the child.

- 5.4 For those parents and Local Authorities that wish to place children at the school, individual arrangements are made to visit the school.
- 5.5 Placement applications are normally submitted by the child's Local Authority. The Local Authority is expected to make all relevant information relating to the prospective pupil available to the school to enable an informed decision to be taken as to whether the placement would be appropriate. The assessment process further determines whether there is an appropriate peer group available at the school.
- 5.6 The level of need will be established during the application process and visits during which educational and health and safety criteria will be paramount. Parents and Local Authority officers will be kept informed throughout the assessment process.
- 5.7 The Director of Education, CEO and the Governors will make decisions regularly about the number of places that can be offered, depending on operational and financial considerations.
- 5.8 The final outcome of any application for a place at the school will be communicated in writing to the Local Authority (or to parents if the application was submitted directly by the parents).
- 5.9 Parents may appeal the decision if their child is not offered a place.
- 5.10 The appeal process consists of discussion with Director of Education in the first instance. Should the parents remain unhappy, the parents may appeal to the Board of Governors who will appoint one of their number to review the decision, the outcome of which may be to uphold the decision or to request that the Director of Education further review the case.
- 5.11 If a Second Review is requested, the appellant will be informed in writing of the Second Review outcome within 1 week of its completion. This decision is final, and there is no further recourse for appeal.
- 5.12 Pupils may enter the school throughout the school year. Pupils usually attend the school on a part time basis for their initial two weeks to allow further assessments to be completed and to facilitate the transition to the new setting.
- 5.13 During this 2-week transition phase a home visit is typically conducted by the pupil's Supervisor/ABA Consultant.

6. Assessment process

- 6.1 Following the Local Authority referral and Virtual Information Session, a questionnaire is completed by both the child's parents and any current provision accessed by the child. These questionnaires together with the Local Authority
- 6.2 Parents are invited to visit the school as part of the assessment process.
- 6.3 Assessments will be conducted by members of the school Assessment Team in the pupil's current school, nursery setting or their home as considered appropriate. All pupils will also be invited onsite to complete the assessment process.

- 6.4 The completed questionnaires, Local Authority referral paperwork and observations from the assessments detailed under 8.3 will be reviewed by the school Assessment Team who will determine whether the school can meet the child's needs.
- 6.5 The school Assessment Team comprises members of the senior management team and the therapy team

7. GDPR 2018

- 7.1 Jigsaw School collects and uses personal information (referred to as personal data in the General Data Protection Regulation 2018) about staff, pupils, learners, parents and other individuals who come into contact with Jigsaw. This information is gathered in order to enable the provision of education, care and other associated functions. In addition, Jigsaw School may be required by law to collect, use and share certain information.

8. Fees

- 8.1 Fees are paid by the funding Local Authority in the child's home location where Jigsaw School is the named placement on the child's EHCP.

9. Policy Review

- 9.1 This policy will be reviewed annually or earlier as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.
- 9.2 This policy was last reviewed in June 2024.

10. Version History

No.	Date	Amendment
1.1		
1.3	Sept 2020	Covid addendum added
1.4	Apr 2021	Policy reviewed; only minor edits made.
1.5	June 2021	GDPR added, section 6
1.6	April 2022	Policy reviewed; COVID 19 references removed, updated terminology
1.7	May 2023	Minor updates in line with current process and terminology
1.8	June 2024	Updated language. Reordered to flow better.

11. Related Legislation & Guidance

Document	Location
General Data Protection Regulation (GDPR), 2018	https://gdpr-info.eu

12. Related Internal Documentation

Document	Electronic Copy Location
Pupil Induction Checklist	Operations / PAWS / POLICIES / Jigsaw School / Admissions
Entry Criteria and Admissions Procedure	Operations / PAWS / POLICIES / Jigsaw School / Admissions
Initial Assessment Flowchart	Operations / PAWS / POLICIES / Jigsaw School / Admissions
Admissions Summary sheet	Operations / PAWS / POLICIES / Jigsaw School / Admissions
CABAS® Documents	Salesforce
Brochure	Salesforce
Directions	Salesforce
Ofsted Report	Salesforce