



TreeHouse School Admissions Policy

1. Introduction

TreeHouse School is registered with the Department for Education as a Non-Maintained Special School (NMSS) and is funded through Local Authority fees and voluntary income. The School is owned and run by the national charity Ambitious about Autism which works to enable children with autism to learn, thrive and achieve. The School is located within the London Borough of Haringey and has relationships with Local Authorities across London and the Home Counties.

TreeHouse School complies with the SEND Code of Practice 2015¹ and the spirit of the School Admissions Code (December 2014)².

2. Admission Criteria

TreeHouse School will admit pupils with a primary diagnosis of Autism Spectrum Disorder (ASD) and who also have a Learning Difficulty, where the school is named on the child's Statement of Special Educational Needs (SEN) or within their Education, Health and Care Plan (EHCP).

The School will provide the Local Authority with the School prospectus and the link to the School to be provided on the Local Authority's Local Offer page.

Pupil Admission Number (PAN):	100	
Primary maximum class group:	7	Reception (EYFS ³) Years 1-6 (Key stage 1-2)
Secondary maximum class group:	6	Years 7-11 (Key stage 3-4)
Sixth Form maximum class group	6	Years 12-14 (Key stage 5)
Oversubscription places:	0	

¹ SEND Code of Practice 2015 Department of Education Reference: DFE-00205-2013

² School Admissions Code (December 2014 – DFE-00728-2014) applies to all maintained schools, Academies and Free Schools in England. NMSS are not specifically designated in the code. NMSS receive public funds therefore there is an implied obligation to comply with the spirit of the Code.

³ Early Years Foundation Stage

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TreeHouse School admits children/young people from age 3 to 19, who have a primary diagnosis of ASD with a Learning Difficulty and who require special schooling.

Prior to naming the School the Local Authority will have consulted with the School in line with their statutory obligations as set out in the SEND Code of Practice

Places are usually taken up at the start of the School year but by arrangement with the Headteacher may be accessed up to the end of the Autumn Term. Any places confirmed after the end of the Autumn Term will commence at the start of the following academic year, unless an exception is agreed by the Headteacher.

Places are commissioned by the Local Authority in which the child resides and in accordance with the SEND Code of Practice 2015.

Each application is considered on an individual basis. In each case, our application process evaluates the needs of the individual child and determines whether the School would be unsuitable to meet their needs with particular reference to the following factors set out in the SEND Code 2015:

- The School is unsuitable for the child's age, ability, aptitude and special educational needs.
- The attendance of the child or young person here would be incompatible with the efficient education of others, or the efficient use of resources.

Additionally children will be admitted where:

- Parents have expressed a preference for the School (or in the case of dispute the Local Authority intends to name the School).
- And the child has a Statement of SEN, or an EHCP, indicating ASD as the primary need.

The appropriateness of the resource for children with behaviours that challenge will be considered within the context of the overall needs of the class group and the School.

The distance from the School and the time of travel to School will be considered during the admissions process. We would not normally expect a pupil to have more than an hour travel time between home and School.

Additional supervision might be required for children, whose safety or that of others is unusually at risk. This would not necessarily prevent admission. It will be determined by assessment and the cost of the placement will be adjusted accordingly.

The national curriculum is an important element of our School curriculum. In keeping with the statutory Inclusion Statement (National Curriculum, 2013) and the SEND Code of Practice (2015), we set suitable learning challenges, respond to pupils' needs and prepare

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teaching to enable pupils to overcome potential barriers by providing heavily differentiated and personalised access to the national curriculum. This includes drawing from programmes of study outside age appropriate levels where appropriate. For example, due to their learning difficulty, appropriate learning challenges for a secondary aged pupil may be found in the primary curriculum programmes of study, although teaching would be presented through age-appropriate activities and approaches. Placements should be made with this in mind.

3. Admission process

We encourage parents to visit the School prior to stating a preference. The details of our visit and tour days and how to book are published on our website.

Following a visit, we ask the parent/carer to request that their Local Authority apply to, known as 'consult with', us on their behalf for a place at TreeHouse School.

The Local Authority will consult with the School prior to naming it, in line with their statutory obligations.

The School will respond within a minimum of 15 days, from the date of the consultation from the Local Authority.

The School's response is determined by the documentation received (i.e. Statement of SEN/draft EHCP/EHCP, Annual Review reports, professional reports) and by observing and assessing the child/young person.

The observations and assessments should ideally be conducted in the child's current school or education placement first and then at TreeHouse School. Where this is not possible, individual arrangements can be made including assessment via a home visit. If an assessment location is an unreasonable distance from TreeHouse School, such as requiring an overnight stay, then a fee may be charged for the assessment. The fee would be advised to the Local Authority in advance of the assessment.

The School's Admissions Panel will consider each consultation prior to making a response, and in all cases this will comply with the 15 day requirement as applicable.

After admission, pupils are provided with a 6 week assessment period on entry to School to determine adequate resource to meet individual need.

In accordance with the SEND Code of Practice 2015ⁱ⁴, the Local Authority will need to name TreeHouse School on an EHCP, for admission to primary, secondary or 6th form, by 31 March for commencement of the academic year in September of the same year. TreeHouse School assumes by being named on an EHCP that the Local Authority have agreed funding for the School place.

⁴ SEND Code of Practice 2015 (clauses 9.179-9.182) Department of Education Reference: DFE-00205-2013

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TreeHouse School reserves the right to delay commencement of the place until after the start of the academic year, should the Local Authority name TreeHouse School on an EHCP or confirm funding of the place after the 31 March.

Diagrams showing the admissions process can be found in Appendix 1 (parent initiated) or Appendix 2 (local authority initiated).

4. Oversubscription criteria

The Oversubscription criteria will comply with the School Admissions Code (December 2014) and specifically paragraph 1.7 and 1.8.

If the School is oversubscribed, the priority for admission will be given to those children/young people who meet the criteria below:

Priority Category	Criteria
1	Looked After Children and previously Looked After Children (as defined in paragraph 1.7 of the School Admissions Code (December 2014))
2	And thereafter, the full, half or step siblings who are twins or children from a multiple birth of existing pupils, living permanently at the same address.
3	And thereafter, the full, half or step siblings of existing pupils living permanently at the same address.
4	And thereafter, the qualifying children of staff who have sufficient service under paragraph 1.39a of the School Admissions Code (December 2014).
5	And thereafter, the qualifying children of staff who are recruited under paragraph 1.39b of the School Admissions Code (December 2014).
6	And thereafter children of UK service personnel in accordance with paragraph 2.18 of the School Admissions Code (December 2014).
7	And thereafter children as defined, under paragraph 1.39A of the School Admissions Code (December 2014), who are eligible for pupil premium.
8	And thereafter children, as defined under paragraph 1.39A of the School Admissions Code (December 2014), who are eligible for service premium.

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9	And thereafter children who are twins or children from a multiple birth,
10	Lastly, distance from school as defined by time using route planner software from home postcode to School postcode. Where parents have shared parental responsibility, we will use the furthest address postcode.

Where two applications are equally ranked within an individual category (categories 1 to 9 above), a tie-break situation will occur. The tie-break priority will be decided on a combination of the individual category 1 to 9 and category 10, where the least distance will have the higher priority. Where the distance between the two children's/young person's home and the School is the same, a random allocation will be used as a tie break. This process will be independently verified.

5. Waiting list

A waiting list would be established if:

- During the School year, where the PAN has not been reached but the maximum class sizes have been reached within an area of the School as detailed below:

Primary maximum class group:	7	Reception (EYFS ⁵) Years 1-6 (Key stage 1-2)
Secondary maximum class group:	6	Years 7-11 (Key stage 3-4)
Sixth Form maximum class group	6	Years 12-14 (Key stage 5)
- During the School year, where the PAN has not been reached and the maximum class sizes have not been reached within an area of the School, as detailed above, but the introduction of an additional pupil would be incompatible with the efficient education of others.
- During each School year, where the School has reached PAN plus the oversubscription criteria.

We maintain a clear, fair and objective waiting list and will be in rank order in accordance with the oversubscription criteria. The Local Authority would have agreed funding for a pupil for the pupil to be placed on the waiting list.

To meet the special educational needs of each individual pupil, class sizes at TreeHouse School will not exceed the numbers stated above. Waiting lists will therefore operate in class groupings.

⁵ Early Years Foundation Stage

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When a place becomes available in a class operating a waiting list, the relevant Local Authority will be notified.

6. Appeal arrangements

Admission appeals will be considered by the Ambitious About Autism independent Appeals Panel and conducted in accordance with paragraph 2.24 of the School Admissions Code (December 2014).

7. Funding

TreeHouse School receives funding from The Department for Education (DfE) through the allocation from the Education and Skills Funding Agency (ESFA). As a NMSS TreeHouse School is included on the Secretary of State's list of eligible schools, in accordance with Section 41 of the Children and Families Act 2014.

ESFA Funding is allocated based on the date that funding was agreed by the local authority and the admission date for the pupil.

TreeHouse School will negotiate the additional (top-up) funding from the Local Authority commissioning a School place.

The Local Authority would have agreed funding for a pupil for the pupil to be placed on the waiting list.

8. New pupil induction

When a place has been confirmed and the funding agreed by the local authority, we will:

- Send out a pupil information form for the parent/carer to complete and return. The fully completed form must be returned at least a week in advance of the start date.
- Allocate a Senior Behaviour Analyst or Behaviour Analyst to be the point of contact for parents/carers.
- Provide an introduction to the Family Support Team.

The Senior Behaviour Analyst or Behaviour Analyst will develop a transition plan and agree this with the parent/carer, the existing placement, if any, and the placing local authority and, if appropriate, the child/young person.

The Senior Behaviour Analyst or Behaviour Analyst will create a 'One Page Profile' for the child/young person. The One Page Profile will detail all the important information for the child/young person on a single sheet of paper under three simple headings 'What is important to me', 'What people like and admire about me' and 'How best to support me'. We use the One Page Profile to improve relationships and communication between staff, pupil and parents.

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9. Further information

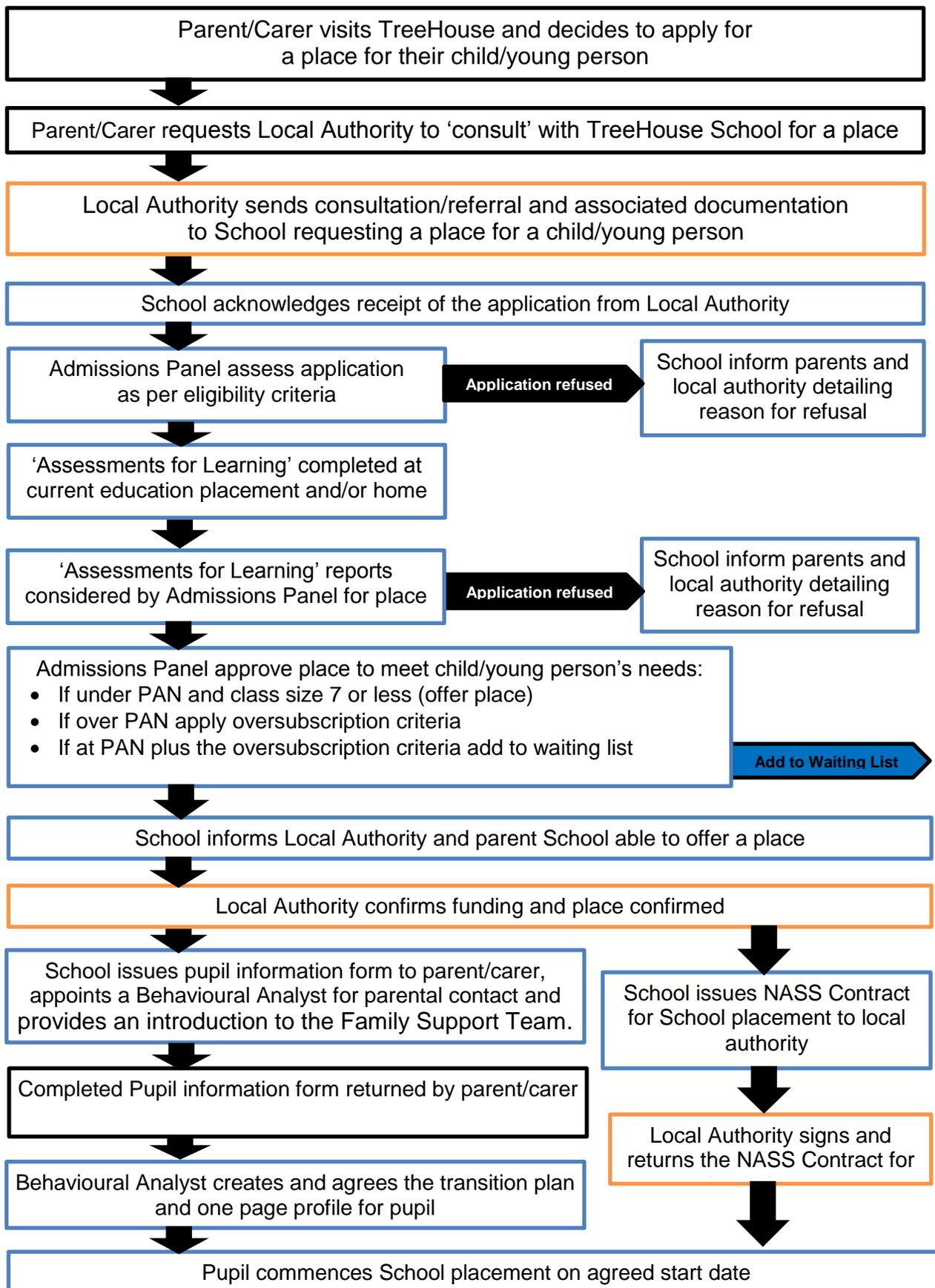
Visit our website: <http://www.treehouseschool.org.uk>

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Appendix 1 Application Process (Parent initiated)



Appendix 2 Application Process (Local Authority initiated)

