

## Admissions Policy

### Introduction

The Write Time is an independent SEN mixed secondary school in South London, catering to students with EHC plans. We believe that academics and personal development go hand-in-hand to promote future success, and we strive to meet all of your young person's needs while helping them achieve. Our goal is to offer high-quality education tailored to each pupil's needs, fostering independence and self-worth.

### Eligibility Criteria

- Pupils must have a draft or completed Educational Health Care Plan (EHCP).

### Referral Process

- **Initial Referral:** Local authorities initiate the referral process, by sending a consultation package to the school. This will include an EHCP and where available accompanying documents such as assessment reports.
- **EHCP Review:** The school will review each pupil's EHCP as part of the referral process to determine if we can meet their specific needs and to determine whether we can offer a 3-Day Trial in our school. This is done within the 15-day statutory requirement.
- **Document Request:** The SENDCO requests relevant documents from the borough, including, Educational Psychology reports, annual reviews, PEPs, LAC reviews, safeguarding concerns, therapeutic reports, panel reports, and other professional reports.
- **Trial/Visit:** If a suitable place is available, the child and their parents/carers are invited to a school visit. After receiving information, a trial is arranged to discuss and assess whether we can meet needs. Potential students also have an initial mentoring session to set goals and targets for their trial days.
- **Decision:** Admission decisions are based on whether we can meet the child's needs and if there is a suitable place available. The school will share an offer letter with the local authority, giving them fifteen-days to respond to the school offer and also inform parents.

### Admission Timing

- **Annual Admissions:** Most admissions occur in September.
- **In-Year Admissions:** Available based on local authority advice, individual circumstances and availability of suitable space.

### Continuous Review and Monitoring

- We regularly review and monitor each pupil's progress and support needs, making necessary adjustments to their education plan.

### Contact Information

For more information on our admissions process, please see the flowchart below or refer to the Local Authority's Criteria for pupils with SEND or contact our school admissions office.

## ADMISSION PROCESS:

### DECISION MADE

No

LA is given the reasons why we can't meet needs.

Yes

We feel we could meet needs, **Parent/Carer/ Student invited to attend a tour** of school (Induction).

STUDENT ATTENDS AN INDUCTION WITH PARENTS/CARERS

STUDENT ATTENDS A 3 - DAY TRIAL (CONSECUTIVE DAYS)

Tour of the school is completed.

Headteacher or Deputy goes through the **proforma with parent/carers**, discussion about **expectations** is discussed (working with the school, BSP, group agreement).

ODT completes a **pre-induction** to discuss the group agreement, values ethos, and sets goals for the 3-day trial.

3-day trial is offered.

ODT that conducted pre-induction meets and greets  
(on 1st day).



ODT to review their day at the end of all three days  
(review goals, expectations).



**STUDENT ACCEPTED?**

**No**

LA informed Feedback  
given to parents if  
appropriate

**Yes**

LA informed – funding  
agreed.



Parents and student are  
clear on expectations and  
goals met from pre  
induction



Start date agreed.



Full induction completed  
with ODT before the  
student joins any lessons.

**PLACEMENT STARTS TO BREAKDOWN WHILST ON  
ROLE, COFA ARE BEING BREACHED WHICH MAY  
RESULT IN AN EXCLUSION**

**Incident category 4 or 5 (COFA)**

SLT must action a phone call to parents before 3.00 pm, ideally call at time of incident.

If disregulated, parents to collect

If pupil collected by parent, mentors to make contact that day to discuss incident

**ODTs**

**Same day:** conduct a mentoring session face to face, online, or by phone to check in; get them to take ownership, and put together a learning consequence that stretches them into their learning zone

Continue to check in with student daily until they accept responsibility, show remorse and are ready for restorative meeting

**All other incidents**

Reviewed with the team at 3pm

**Others**

**Day 1**

- Headteacher informs Chris that there are grounds to exclude
- Exclusion timescale agreed
- Parent and LA informed on the day
- Parent is sent a letter on the day

ODTs should check in with the student a day before the exclusion ends, to ensure everything is okay

**Day 2**

Appropriate work is sent to the student

**RETURN TO SCHOOL MEETING WITH PARENTS**

**Yes**

Meeting to take place with the Head or Deputy with the student and parent – ODT to be present to act as an advocate for the student (this meeting should not take place unless the student has accepted any wrongdoing)

BSP is discussed and is in place – ideally this should be done by the ODT whilst the student is excluded and should be presented at the meeting

Student completes their learning consequence before they are put back in the classroom – ideally preparation and completion of any learning consequence should happen before or straight after the meeting

**No**

If parent cannot make the return to school meeting, further work to be sent for the pupil and exclusion continues

**PLACEMENT HAS BROKEN DOWN AND WE  
CAN NO LONGER MEET NEEDS**

**Reason 1**

**Reason 2**

**Reason 3**

Student has had multiple incidents relating to the CofA.

Student has had a significant incident that means it is unsafe for them, or other students, or staff.

Student and parent refuse to take ownership and responsibility – No remorse and not willing to complete the learning consequence.

Student refuses to attend



LA informed



Alternative learning is offered – Nisai, mentoring, BKSB, Tutors, or other alternative provisions



Managed moves explored and offered



Safeguarding responsibilities are adhered to as outlined in our policy



We enter Monitoring Mode