

## TreeHouse School Admissions, Charging and Remissions Policy for Admission September 2020

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## 1. Introduction

This policy applies TreeHouse School which is registered with the Department for Education as a Non-Maintained Special School (NMSS)<sup>1</sup>.

The school is owned and run by the national charity Ambitious about Autism (AaA). AaA is a national charity for children and young people with autism. AaA's vision is to make the ordinary possible for children and young people with autism and our mission is to help them to learn, thrive and achieve. TreeHouse School is funded through Local Authority fees and voluntary income.

The school is located within the London Borough of Haringey and has relationships with Local Authorities across London and the Home Counties.

The school has a Published Admissions Number (PAN) of 100 pupils.

The school complies with the SEND Code of Practice 2015<sup>2</sup> and where applicable the School Admissions Code (December 2014)<sup>3</sup>.

## 2. Admissions Criteria

TreeHouse School will admit children/young people age 3 to 19 with a primary diagnosis of Autism Spectrum Condition<sup>4</sup> (ASC) and who also have a Learning Difficulty, where the establishment is named on the young person's Education, Health and Care Plan (EHCP). The school may on an exceptional basis admit a child/young person who has a similar social communication difficulty to ASC.

Section 41 of the Children and Families Act 2014 allows the Secretary of State to publish a list of approved institutions, for the purposes of enabling the institution to be the subject of a request, for it to be named in an Education, Health and Care plan. NMSS schools are included on the Secretary of State's list of eligible schools in accordance with section 41.

Funded Places in 2020/21 (Reception to Sixth Form) is up to the Published Admissions Number of 100.

Pupil Admission Number (PAN):	100	
Primary maximum class group:	7*	Reception (EYFS <sup>5</sup> ) 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)

<sup>1</sup> NMSS schools are included on the Secretary of State's list of eligible school in accordance with section 41.

<sup>2</sup> SEND Code of Practice 2015 Department of Education Reference: DFE-00205-2013

<sup>3</sup> School Admissions Code (December 2014 – DFE-00728-2014) applies to all maintained schools, Academies and Free Schools in England. NMSS and Colleges are not specifically designated in the code as public funds are received there is an implied obligation to comply with the spirit of the Code.

<sup>4</sup> Autism Spectrum Disorder (ASD) is the designation used by the Department of Education

<sup>5</sup> Early Years Foundation Stage

\* Class sizes may temporarily increase over the maximum class size with arrangements made for education delivery in smaller sub-groups.

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Oversubscription places: 0

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 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.

Places are commissioned by the Local Authority in which the child resides. Prior to naming the school on the young person's EHCP, the Local Authority will have consulted with the school in line with their statutory obligations as set out in the SEND Code of Practice 2015.

Places are taken up at the start of and throughout the academic year. By arrangement with the Headteacher places may be accessed at any time of the year based on the suitability for a young person.

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

- The school is suitable for the young person's age, ability, aptitude and special educational needs.
- The attendance of the young person at the school would be compatible with the efficient education of others and the efficient use of resources.

Additionally the following factors will be considered:

- The parents/carers or the young person have expressed a preference for the school (or in the case of dispute the Local Authority intends to name the school).
- The needs of the young person will be assessed to take into account the cohort and environment to enable the efficient education of others with whom they would directly come into contact on a regular day-to-day basis.
- The school may need to provide additional support for a young person whose safety or that of others is unusually at risk. This would not necessarily prevent admission. The additional support would be determined by assessment with the cost of the placement adjusted accordingly.
- The distance from the school and the time of travel to school will be considered during the admissions process.

In accordance with the SEND Code of Practice 2015, for places for young people during a transition year (moving from a primary school to a secondary school or from a secondary school to a post-16 institution) and for planned moves between primary, secondary or post-16 institutions, the Local Authority must review and make any amendments to the EHCP by 31<sup>st</sup> March in the calendar year of the transfer or at least 5 months before the transfer takes place.

The school reserves the right to delay commencement of the place until after the start of the academic year, should the Local Authority name the school on an EHCP or confirm funding of the place after the 31<sup>st</sup> March in any given year.

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

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### 3. Admissions Process

We encourage parents to visit the school prior to stating a preference for TreeHouse School to their Local Authority. The details of our visit and tour events 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 us on their behalf for a place at the school.

The Local Authority will consult with the school 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. draft EHCP or EHCP, Annual Review reports, professional reports) and by observing and assessing the young person.

Our observations and assessments should ideally be conducted in the child's/young person'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.

In most cases there is no charge raised for the assessment. If the current education placement is a significant distance outside the Greater London area, requiring extended travel and a potential overnight stay, the school reserves the right to charge the Authority for costs incurred for the assessment using a 'best value' model for travel and subsistence, in line with our Staff Expenses Policy.

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.

If agreed that the school can meet the needs of the young person, a conditional place is offered and the costs for the place are provided to the Local Authority, to be considered and approved by the Local Authority.

When funding has been approved by the Local Authority and after admission young people are provided with a 6-week assessment period on entry to the school to determine the level of resource required to meet the young person's needs.

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

### 4. Oversubscription Criteria

The oversubscription criteria applies to and 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

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	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.
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

We maintain a clear, fair and objective waiting list and for our school the list will be in ranked order in accordance with the oversubscription criteria. The Local Authority would have agreed funding for a young person for the young person to be placed on the 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 <sup>6</sup> ) 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)

<sup>6</sup> Early Years Foundation Stage

\* Class sizes may temporarily increase over the maximum class size with arrangements made for education delivery in smaller sub-groups.

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- 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.

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.

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 AaA Independent Appeals Panel and conducted in accordance with paragraph 2.24 of the School Admissions Code (December 2014).

## 7. Funding and Contracting

### 7.1 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 young person.

The school will negotiate the additional (top-up) funding from the Local Authority commissioning a place and these fees are paid by the Local Authority.

The school assumes, by the establishment being named on an EHCP, that the Local Authority has agreed to fund the place.

### 7.2 Contracting

Our school uses the ‘National Schools and College Contract’ with the Schedule 2 (shortform version) and the Schedule 6 for a variation due to General Data Protection Regulation for the contracting of placements together with the Schedule 1 (Arrangements for the Provision of Education, Health and Care in Schools).

In accordance with the ESFA requirements, a contract signed by all parties must be in place prior to the commencement of the placement.

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## 8. Charging and Remissions

During the school's day, all activities that are a necessary part of the curriculum will be provided free of charge as this is included within the fee paid for the education placement. This includes any materials, equipment and transport to take young people between the school and the activity. There will be no charge for any activity that is an essential part of the syllabus for an approved examination or accredited course of study.

Voluntary contributions may be sought for activities during the school's day which entail additional costs, for example visits to a museum. In these circumstances no young person will be prevented from participating because his/her parents/carers cannot or will not contribute. (If insufficient funds are available, it may be necessary to curtail or cancel activities)

From time to time we may invite a non-educational organisation to arrange an activity during the school's day. Such organisations may charge the school who may then ask parents/carers to make a voluntary contribution. Again, no young person will be prevented from participating because his/her parents/carers cannot or will not contribute. (If insufficient funds are available, it may be necessary to curtail or cancel activities.)

### 8.1 Optional activities outside of the school day

We will charge for optional, extra activities provided outside of the school's day, for example a visit to the theatre. Such activities are not part of the curriculum nor are they part of an examination syllabus.

### 8.2 Education partly during the school day

If a non-residential activity happens partly inside the school's day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school's day. Conversely, if the bigger proportion of time spent falls outside of the normal day, charges may be made. When such activities are arranged, parents/carers will be told how the charges were calculated.

### 8.3 Residential Visits

Charges will be made towards board and lodging, except for young people whose parents/carers are in receipt of eligible benefits, however, no young person will be prevented from participating because his/her parents/carers cannot or will not contribute. On many occasions, donations from funders have enabled the school to heavily subsidise educational visits and significantly reduce the charge to parents/carers.

### 8.4 Minibus

Travel in the educational establishment's mini-bus is free.

### 8.5 School meals

School meals can be provided at lunchtime and are optional. If a pupil is eligible for Free School Meals the cost will be charged to the Local Authority. School meals are invoiced in advance on a termly basis. Parents can arrange to pay on a monthly basis by direct debit.

### 8.6 Calculating charges

When charges are made for any activity, whether during or outside of the school's day, they will be based on the actual costs incurred, divided by the total number of young people participating. There will be no levy on those who can pay to support those who cannot or will not. Support for cases of hardship will come through voluntary contributions and fundraising.

Parents/carers who would qualify for support are those who are in receipt of eligible benefits.

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Eligible benefits are:

- Income support;
- Income-based Jobseeker's Allowance;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999;
- The guaranteed element of Pension Credit;
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190);
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit; or
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get).

The principles of best value will be applied when planning activities that incur costs to the educational establishment and/or charges to parents/carers.

## 9. New learner induction

When a place has been confirmed and the funding agreed by the Local Authority, the school 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 member of staff to be the point of contact for parents/carers.

The staff member 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 staff member 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'. The school uses the One Page Profile to improve relationships and communication between staff, pupil and parents/carers.

## 10. Further information

Website: [www.treehouseschool.org.uk](http://www.treehouseschool.org.uk)

Phone: 020 8815 5424

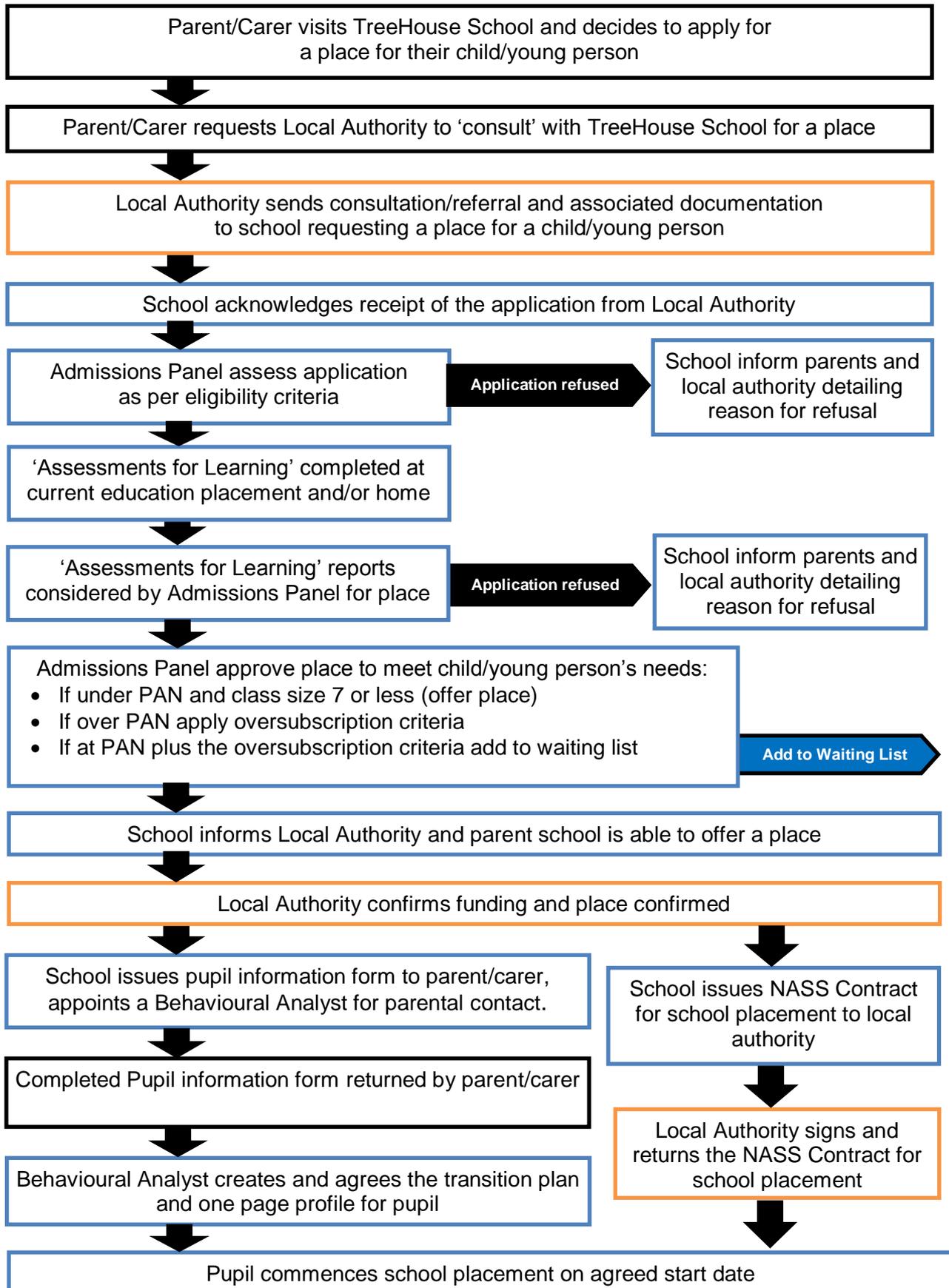
Admissions Team

Phone: 020 8815 5428

Email: [admissions@ambitiousaboutautism.org.uk](mailto:admissions@ambitiousaboutautism.org.uk)

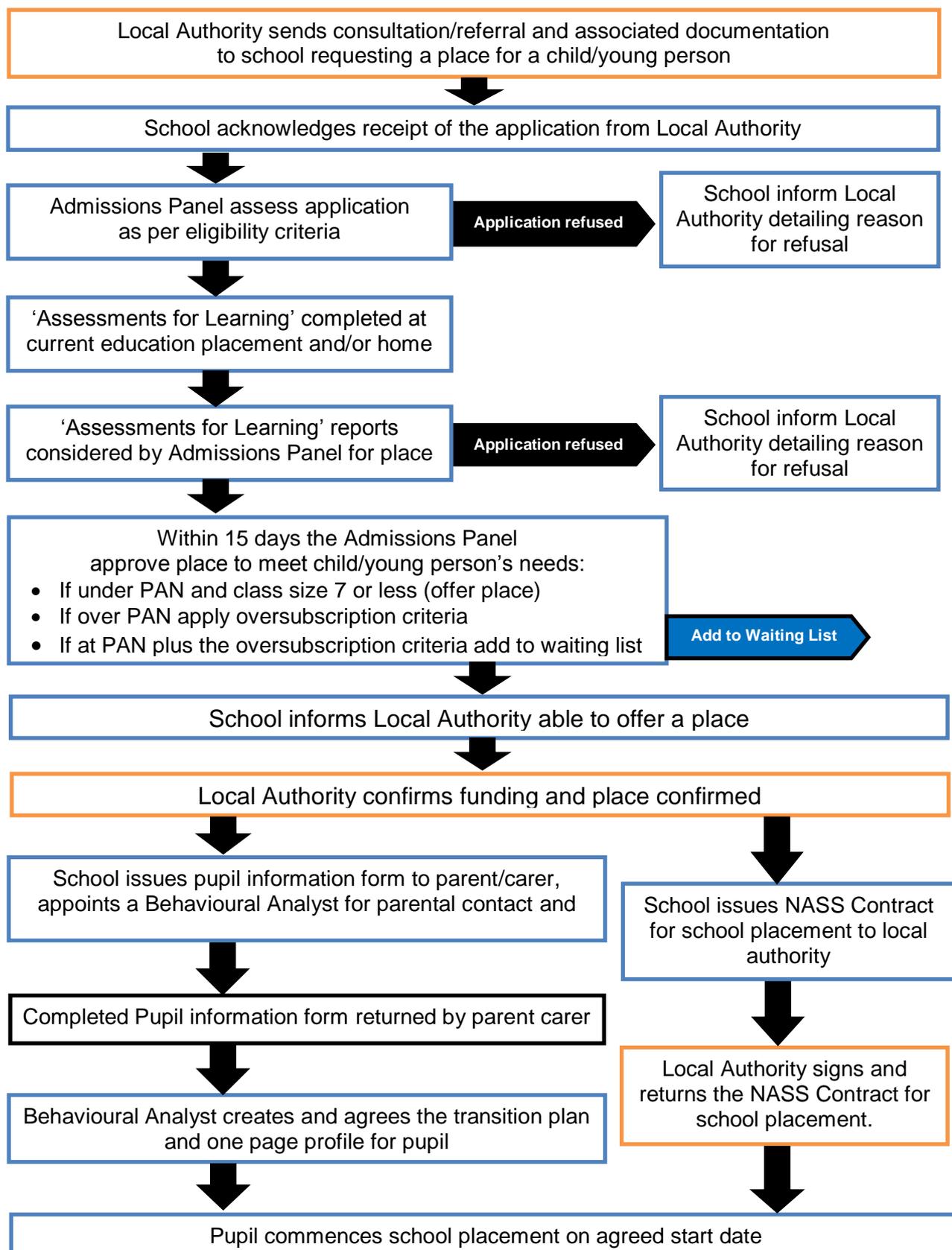
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## Appendix A: Application Process (Parent initiated)



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## Appendix B: Application Process (Local Authority initiated)



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