POLICY DOCUMENT
012: Admissions and Transitions

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Publish to: All Staff, all students, school website
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Review Responsibility	Valid from date	Signed off	Valid to date	Frequency Of review
Vice Chair	17-06-2018	Ivan White	17-06-2020	2 Years
SLT	03-07-2020	Andrea Faustino	03-07-2021	Annually
SLT	08-07-2021	Andrea Faustino	08-07-2022	Annually
SLT	09-07-2022	29-09-2022 (FGB)	08-07-2024	2 Years
SLT	09-07-2024	11-07-2024 (FGB)	09-07-2026	2 years

Admission Policy and Transition Procedure.

Introduction.

The Polygon school is a foundation special school for young people aged 11-16 years for whom mainstream schooling has been found to be problematic. All pupils hold Education, Health and Care Plans (EHCP's). All have individual education plans (IEP's) and most will hold individual behaviour plans (IBP's) which are reviewed regularly. The school services the community of the City of Southampton and the surrounding local authorities. All pupils are referred to the school by the Special Educational Needs and Disability panel (SEND).

Through the Education and Skills Act 2008 the statutory admissions framework has been strengthened to ensure that all schools adopt fair and lawful admissions practices. The changes to the School Admissions Code (the Code) support the new framework and continue to put children and families at the heart of the admissions process to achieve fair access for all. The admissions code applies to all schools except for special schools.

For special schools the Local Authority remains as the admissions authority, who have a responsibility to place pupils appropriately. The Judiciary will oversee an appeals process. In the event of oversubscription, it would be Southampton City Council's decision, in consultation with the school and the Southampton Cooperative Learning Trust, to increase the pupil number over the agreed Place Number

Following changes to the delivery of the school curriculum in response to the Pupil Voice and following consultation with parents /carers, the school has developed a number of different pathways in order to support a wider range of opportunities and meet individual needs of pupils. These pathways include education on our main school site, Morris House Engagement center and a Stretch outreach program.

The local authority provides baseline funding of £10,600 per pupil. The agreed admission number from 50 to 76 has steadily increased over the last six years. The school senior leadership team, in consultation with parent/; carers will decide which section of the school is most appropriate for each child.

The Local Authority consulted to increase the PN to 76, to take account the further demand for places. The increase in pupil number occurred in September 2024. The Governing Body believes that the school is now at full capacity with a PN of 76.

Rationale
The admission of pupils is administered by Southampton City.
The Polygon School is a specialist provision for boys and young people aged 11-16 years whose Education, Health and Care Plan names social, emotional and mental health needs as the primary educational issue affecting the pupil.

The Governors at The Polygon School believe that every pupil on roll has the right to succeed and the entitlement to develop their full potential. Educational experiences and opportunities are provided to enable individuals to progress to the best of their ability. The Governors are

required to ensure that the best possible facilities, resources and teaching and learning can take place within the influence of the school. The Governors support the desire of national and local government for an inclusive society. We acknowledge that inclusion in an on-going process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil (irrespective of age, gender, sexual orientation, ethnicity, language and social background) and the utilisation of resources to reduce these barriers. Successful inclusion practices will allow our pupils to function within mainstream society, enjoy their lives and make useful and active contributors to their communities.

The professional expertise of Governors, teachers and support staff has allowed the school to develop teaching practice that allows the optimum chance of success for each pupil. For some, this has resulted in a large majority of their school time being supported in their learning by one adult; for others, accelerated learning takes place in some subjects whilst special support may be needed in another.

Aim.
- To ensure that pupils accepted onto the roll of The Polygon School have been appropriately placed.
- To ensure that measures are in place to ensure that previous school attendance (or otherwise) can be benchmarked upon admission
- To exchange appropriate pupil records
- To ensure adequate site and resources are available for all young people on roll.
- To assist the local authority to meet the educational needs of young people with more complex issues related to social situation or disability.
- To develop plans in collaboration with parents /carers to optimise successful transition into the school from other educational establishments.

Objectives

The Polygon School will:

- Respond to the consultation paperwork sent by the SEND panel within the statutory timeframe.
- Commit to providing the best possible educational opportunities for every child placed on roll.
- Ensure that pupils already attending the school are not adversely affected by the introduction of new pupils by sharing information with the SEND panel (and if necessary, other boards such as the LSCB).
- Monitor the number of in-year transfer requests and report to the GB and SEND panel any strains this places upon the existing school community.
- Put adequate measures in place to improve attendance including: the use of electronic communication with parents/carers; EWO referrals, positive behaviour management systems; and any other strategy that may encourage good attendance.
- Develop and evaluate current transition plans for pupils at the point of secondary transfer, co-ordinating "information gathering" with the SEND panel, social care and

youth offending services where necessary as well as the SCC Health and Safety executive.

- Develop and evaluate current transition plans for the pupils at the point of post-16 transfer, co-ordinating "information exchange" with each receiving organisation, working closely with the young person's significant adults to ensure an appropriate destination for each young person.
- Remove from the school roll any young person who is committed to a custodial sentence more than two years in length, in accordance with the advice from the Department for Education.
- Provide opportunities each academic year for prospective parents/ carers and pupils and SEN officers to visit and have an informal look around the school.
- Ensure an appropriate transition process for all pupils transferring at the natural point of transfer into Year 7.
- To develop individual transition plans suitable to ensure successful integration for those transferring to the school mid-year.

The SEND panel as referring authority will:

- Provide an Education, Health and Care plan for each pupil naming The Polygon School as the appropriate educational provision for the pupil.
- Provide as much information as possible to the school to ensure a safe and successful transition. This information might include: school attendance statistics, information on academic attainment and previous risk assessment documents. The SEND team will inform the Polygon school of the actual amount of any additional funding over the £10,600 place funding, and will negotiate the admission banding rate prior to admission.
- Provide appropriate transport arrangements (in accordance with the SCC transport policy) to support a successful transition to The Polygon School.
- Where a change of placement is likely, attend review meetings to ensure that the placement continues to be appropriate to the needs of the child.
- Support pupils who are required to transfer to the Polygon school mid-year with appropriate transport arrangements and appropriate funding arrangements.
- Provide access if required, to temporary additional funding to assist in the facilitation of transition.

This policy will be shared with SEN team members and reviewed bi-annually or when a change in legislation occurs.