



The Parks School

Admissions Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

School Facilities

The Parks School is located over two sites in Wigan, Golborne and Hindley.

The Golborne site is situated on the border of Wigan and Warrington and comprises of four classrooms along with large enclosed gardens to the side and rear. The teaching spaces include:-

- An open plan food-technology classroom on the ground floor of the main building which is also used as the reception area by the students during their break and lunch times.
- A medium sized classroom located on the first floor of the main building. Next to this room is a bathroom with a separate bath and shower cubicle.
- A separate classroom building that has a WC and small kitchen area. This classroom is utilised for small group, individual classes or time out periods.
- A large classroom which is across the courtyard from the main school building.

The Hindley site, used as the main site for teaching and learning is single building in which teaching and learning occurs over three floors.

- The lower ground floor houses three classrooms, a time-out area for students and the SLT's offices.
- On the ground floor there are, four classrooms, a time-out area for students, assembly rooms, the school's reception and the first aid room.
- The sport's hall is on the first floor along with other recreational and store rooms.

The Parks School is well situated for road and bus links into Wigan and Warrington and both sites are within walking distance from local amenities. There are numerous local groups that offer a variety of activities for students of this age group, community centres, swimming pools, country parks etc.

Admission Criteria

The Parks School is registered to accommodate up to 30 students of mixed gender, aged between 11 - 16 years upon admission.

Students should not be placed in our school, even in emergency situations, without careful consideration of the alternatives. There must be a positive decision that the placement can best meet the identified needs of the students and to ensure adequate preparation has been carried out.

The dynamics and balance of the other students will always be a consideration in any admission/discharge situation.

Referrals to The Parks School is usually made by local authorities during their consultation phase with several schools when they are seeking an educational placement for a child. At this stage, the school will receive relevant information to make an initial decision as to the likelihood the school is able to meet the child's needs and therefore determine whether to proceed with the referral, either immediately or after further consultation.

The following criteria will be considered: -

- Is there the physical room and resources to educate the student appropriately?
- Is the student age appropriate for The Parks School?
- Is there an agreed and viable plan for the students medium to long-term placement?
- Can the student's needs be met, either directly by The Parks School, or in conjunction with outside agencies and networks? (If the latter applies, the school must be specific at this point, and not admit the student in the hope that such arrangements will be made at a later stage).

- Is the physical layout and daily structure appropriate for the student's abilities and level of understanding?
- The extent to which the wishes and views of the student and their parent (or those with parental responsibility), have been obtained and acted upon, i.e. if the student or parents are unsure or unhappy about the proposed placement, have alternatives been actively sought?
- Has funding for the placement for education, been agreed?
- Admissions will normally be planned and involve introductory visits.

Admission Process

If, after the previous criteria and factors have been considered, it is agreed that The Parks School may be a suitable placement for a student, an induction and admission plan will be drawn up. This plan will usually consist of the following stages: -

- Social Worker/Education Officer to discuss the referral they have made with the student.
- Social Worker/Education Officer to discuss the referral with the student's parents or anyone else, with sufficient interests in the child/young person.
- The prospective student accompanied by their parents/carers/close appropriate family member and/or Social Worker/Education Officer visit the school. This meeting is designed, to both assess the suitability of the placement and ensure the transfer of all relevant information, namely:
 - Detailed background information sharing
 - Written Local Authority chronology of the student which identifies significant events and moves
 - Consent to medical treatment.
 - Previous assessments of the student's needs, either educational, social, or emotional.
 - A copy of the student's latest Education, Health and Care Plan (EHCP)
 - All appropriate education documents.

Initial visits to The Parks School by the student are designed in order that they may view The Parks School during its working day. This will include, a full tour of the school in which they will meet the current students, teaching staff and leadership team. We request that the student be accompanied by an appropriate adult/s including their Social Worker, SEN officer, parents, carers and other close family members. If students have anxieties regarding new placements and change of school, we will initially invite them in when school students are not present to support their needs and view the school before inviting them back with other students present in the school.

The Parks School fully accepts and understands that any move for a student is a traumatic experience, and that every effort must be made to welcome and reassure the young people on their arrival. As such we will try to ensure the following: -

- That the student is introduced and welcomed by a senior member of staff
- That time is taken to explain to the student what will happen next
- That other students are around where possible to welcome the new student
- That the student receives a their weekly individualised or class timetable
- That their immediate physical needs will be met
- That the student receives a copy of the 'students Handbook' which outlines the expectations of school and all relevant information for students including who to contact if they have a complaint.

Care is taken that this process is both informal and child-centred. It is designed to reassure the student, not to confuse or pressurise them.

In most cases, a phased integration may be suitable in supporting a student to become settled at The Parks. This will be determined on a case by case basis and in all situations, any phased integration will be stepped up with a view to new students attending full time and following a full timetable after the first couple of weeks of admission. This approach is adopted based on most students past experiences of education and in a lot of cases, designed to bridge the gap from periods of non-attendance at previous placements to attending at The Parks.

Fast Track Admissions

The Parks School will always endeavour to admit a student in a planned way however this is not always attainable however, students will only be taken in emergency situations in the following circumstances:

- No other alternative appropriate placement can be found
- The present placement is deteriorating to such an extent that it is detrimental to the student's needs.

In these circumstances, the following procedure will apply:

- Contact is normally made by phone through the Head Office and/or Headteacher. At this stage as much information as possible regarding the child/young person is required.
- If it is possible to offer a school placement, the student will be brought to The Parks School to visit if they have not already done so and a meeting held to agree the short-term aims.