

Ambitious About Autism and Ambitious About Autism Schools Trust Admissions, Charging and Remissions Policy (September 2018)

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1. Introduction

This policy applies to education establishments within Ambitious About Autism (AAA) and Ambitious About Autism Schools Trust (AST).

Ambitious About Autism 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. AAA offers specialist education and support at Non-Maintained Special School (NMSS) and Independent Specialist College (ISP) educational establishments.

A list of the AAA educational establishments can be found in Appendix A.

Ambitious About Autism Schools Trust is a multi-academy trust that runs and supports the development of new special schools to enable children and young people with autism to learn, thrive and achieve. AST offers education and support at Special Free School educational establishments.

A list of the AST educational establishments can be found in Appendix A.

The AAA and AST educational establishments are funded through Local Authority Fees and voluntary income.

AAA and AST educational establishments have relationships with Local Authorities across London and the Home Counties. AAA and AST complies with the SEND Code of Practice 2015¹ and where applicable the School Admissions Code (December 2014)².

Specific information for each AAA and AST educational establishment is available in the appendix for the establishment.

2. Admissions Criteria

AAA educational establishments will admit young people with a primary diagnosis of Autism Spectrum Disorder (ASD) and who also have a Learning Difficulty, where the establishment is named on the young person's Education, Health and Care Plan (EHCP).

AST educational establishments will admit young people with a primary diagnosis of ASD and where the school is named on the young person's EHCP.

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.

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

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 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.

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Places are usually taken up at the start of the academic year. By arrangement with the Headteacher or Principal 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 educational establishment can meet their needs with particular reference to the following factors set out in the SEND Code 2015:

- The educational establishment is suitable for the young person's age, ability, aptitude and special educational needs.
- The attendance of the young person at the educational establishment 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 has expressed a preference for the educational establishment (or in the case of dispute the Local Authority intends to name the educational establishment).
- 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 appropriateness of the resource for young people with behaviours that challenge will be considered within the context of the overall needs of the class group and the educational establishment.
- The educational establishment 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 educational establishment and the time of travel to educational establishment will be considered during the admissions process. We would not normally expect a young person to have more than an hour travel time between home and the educational establishment, as we would not see this as a very person centred approach.

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 March in the calendar year of the transfer or at least 5 months before the transfer takes place.

The educational establishment reserves the right to delay commencement of the place until after the start of the academic year, should the Local Authority name the educational establishment on an EHCP or confirm funding of the place after the 31 March in any given year.

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

Specific information for each AAA and AST educational establishment is available in the appendix for the establishment.

3. Admissions Process

We encourage parents/carers to visit the AAA education establishment, prior to stating a preference. Specific information regarding visiting an AAA or AST establishment is available in the appendix for the establishment.

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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 educational establishment.

The Local Authority will consult with the educational establishment in line with their statutory obligations. The educational establishment will respond within a minimum of 15 days, from the date of the consultation from the Local Authority.

The educational establishment'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.

In most cases there is no charge raised for the assessment but if the current education placement is a significant distance outside the Greater London area, requiring extended travel and a potential overnight stay, the educational establishment 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 the AAA and AST Staff Expenses Policy.

The educational establishment'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 educational establishment 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 educational establishment to determine the level of resource required to meet the young person's needs.

Specific information for the admissions process for each AAA and AST educational establishment is available in the appendix for the establishment.

4. Oversubscription Criteria

The oversubscription criteria applies to AAA and AST Schools only and complies 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).

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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

Specific information for when a waiting list would be established for each AAA and AST educational establishment is available in the appendix for the establishment.

We maintain a clear, fair and objective waiting list and for AAA and AST Schools 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.

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

6. Appeal Arrangements

Specific information for the appeal arrangements for each AAA and AST educational establishment is available in the appendix for the establishment.

7. Funding and Contracting

7.1 Funding

AAA and AST educational establishments receive funding from the Department for Education (DfE) through the allocation from the Education and Skills Funding Agency (ESFA). Further information for each establishment is available in the appendix for the establishment.

ESFA Funding is allocated based on the date that funding was agreed by the Local Authority and the admission date for the young person.

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

The AAA or AST educational establishments assumes, by the establishment being named on an EHCP that the Local Authority has agreed to fund the place.

7.2 Contracting

AAA and AST educational establishments use 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 either.

For Schools: the Schedule 1 (Arrangements for the Provision of Education, Health and Care in Schools)

or

For Colleges: the Schedule 4 (Arrangements for the Provision of Education, Health and Care in Colleges).

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

8. Charging and Remissions

During the educational establishment'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 educational establishment'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 make a contribution. (If insufficient funds are available it may be necessary to curtail or cancel activities)

From time to time we may invite a non-educational establishment based organisation to arrange an activity during the educational establishment's day. Such organisations may charge the educational establishment 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 make a contribution. (If insufficient funds are available it may be necessary to curtail or cancel activities.)

8.1.1 Optional activities outside of the school day

We will charge for optional, extra activities provided outside of the educational establishment'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.

8.1.2 Education partly during the school day

If a non-residential activity happens partly inside the educational establishment'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 educational establishment'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.

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8.1.3 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 make a contribution. On many occasions, donations (restricted funds) have enabled the educational establishment to heavily subsidise educational visits and significantly reduce the charge to parents/carers.

8.1.4 Minibus

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

8.1.5 Calculating charges

When charges are made for any activity, whether during or outside of the educational establishment'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.

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

Specific information for each AAA and AST educational establishment is available in the appendix for the establishment.

10. Further information

Specific information for each AAA and AST educational establishment is available in the appendix for the establishment.

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Appendix A: List of AAA and AST educational establishments

List of AAA Establishments

Name of the establishment	Category of the establishment	Registration of the establishment	Published Admissions Number (PAN) of establishment	Location of establishment	Website and contact details for further information
Ambitious College	Independent Specialist College (ISP)	Section 41 Institution ³	Not Applicable	London Boroughs of Haringey and Hounslow	Website: www.ambitiouscollege.org.uk/ Admissions Team http://www.ambitiouscollege.org.uk/about-us/admissions Phone: 020 8815 5428 Email: admissions@ambitiousaboutautism.org.uk
TreeHouse School	Non-Maintained Special School (NMSS)	NMSS schools are included on the Secretary of State's list of eligible school in accordance with section 41.	100	London Borough of Haringey	Website: www.treehouseschool.org.uk Admissions Team Phone: 020 8815 5428 Email: admissions@ambitiousaboutautism.org.uk

List of AST Establishments

Name of the establishment	Category of the establishment	Registration of the establishment	Published Admissions Number (PAN) of establishment	Location of establishment	Contact details for further information
The Rise School	Special Free School	Section 41 Institution	96	London Borough of Hounslow	Website: www.theriseschool.com Phone: 0208 0990640 Email: info@theriseschool.com

³ Section 41 of the Children and Families Act, Secretary of State publishes a list of approved institutions.

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Appendix B: Ambitious College

Ambitious College specific admissions, charging and remissions

1. Purpose and scope

Ambitious College is registered with the Education and Skills Funding Agency (ESFA)⁴ as an approved post-16 institution. Ambitious College is funded through a combination of fees paid by Local Authorities, the ESFA and also voluntary income to fund the College's development, research, evaluation, providing support and additional resources.

The purpose of Ambitious College is to support young learners to live ordinary lives as part of their home community. We know that with the right opportunity and support they can achieve great things. We measure outcomes toward this goal in the following areas:

- Independent living
- Employment
- Good health and wellbeing
- Friends, relationships, and community inclusion.

Ambitious College provides its learners with a specialist curriculum that meets their needs and interests. The curriculum prioritises the development of the communication, vocational and independent living skills learners need to make a successful transition to adult life.

Ambitious College is co-located with two general Further Education colleges, the Pears Campus at CONEL (College of North East London) and the Pears Campus at West Thames. This model allows our learners extended opportunities to access mainstream learning, social and work experience.

2. Admission Criteria

Ambitious College will admit young people aged 16 to 25 with a primary diagnosis of Autism Spectrum Disorder (ASD) and who also have a Learning Difficulty, where the College is named on the young person's Education, Health and Care Plan (EHCP) and who require special education.

Each learner has a personalised timetable with a focus on outcomes. Learners attend for 5 days per week during the academic year. The College term dates are available on the College website.

Ambitious College reserves the right to delay commencement of the place until after the start of the academic year, should the Local Authority name Ambitious College on an EHCP or confirm funding of the place after the 31 March in any given year.

3. Admission process

Applications can be made either by the parent/carer, the potential learner or by the Local Authority.

The details of our parent/carer 'visit and tours' dates and how to book are published on our website. A visit and tour for a potential learner can be accommodated on request, the preference is for 'visit and tours' to be conducted in groups, to minimise the impact on learners attending the College.

⁴ Education Funding Agency is an executive agency, sponsored by the [Department for Education](#).

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Applications by Parent/Carer or potential learner

- The parent/carer/potential learner completes a 'Pre Entry Self-Referral form and returns it with relevant documentation such as a finalised EHCP.
- The parent/carer/potential learner provides the contact details of a professional associated with the young person, such as within their current educational placement and consents to share information with the College.
- The College will send to the professional a 'Professionals Pre Entry Assessment' form to be completed by the professional and returned,
- Following receipt of the completed forms, and if a conditional offer is made, the College will inform the Local Authority in which the family lives of the conditional offer and that the parents/carers are seeking funding.

Applications by Local Authority

- The Local Authority will consult with the College prior to naming it, in line with their statutory obligations.
- If a referral is made by the Local Authority then the College will respond within the statutory 15-day period.

The College's response is determined by the documentation received (i.e. draft EHCP, Annual Review reports, professional assessments) and by the assessment visit or visits. The assessment will ideally be conducted in the young person's current school or education placement. Where this is not possible, individual arrangements can be made.

Diagrams showing the admissions process can be found in Appendix B1 (parent initiated) or Appendix B2 (local authority initiated).

4. Oversubscription criteria

Oversubscription criteria is not applicable to Ambitious College.

5. Waiting List

A waiting list may be established should all places be allocated at an Ambitious College campus. Ambitious College may limit the number of places on a waiting list or dissolve a waiting list.

6. Appeal arrangement

Appeal arrangements are not applicable to Ambitious College.

7. Funding and Contracts

Ambitious College receives funding from the ESFA and, as an approved post-16 institution, is included on the Secretary of State's list of eligible Colleges, in accordance with Section 41 of the Children and Families Act 2014.

ESFA funding is provided, in line with the ESFA 16 to 25 high needs funding principals, in two Elements:

- Element 1 funding is provided to all qualifying placements⁵.
- Element 2 is provided for a limited number of qualifying placements. The funding is not reserved for a specific learner or Local Authority. Ambitious College allocates the Element

⁵ A qualifying placement is funded by the Education Department of the Local Authority, above the minimum annualised timetabled hours, commences before the date of the February statutory return and the learner has an Education, Health and Care Plan (EHCP).

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2 funding on the basis of the date the Local Authority confirms, in writing, funding of the place. Where two places are confirmed by the Local Authority on the same date the time of receipt will also be taken into account. For this reason the College prefers for confirmations of funding to be sent by email to admissions@ambitiousaboutautism.org.uk .

Ambitious College assumes, by being named on an EHCP that the Local Authority has agreed to fund the College place for the academic year. The Local Authority will need to name Ambitious College on an EHCP by 31 March for a guaranteed commencement of the academic year in September of the same year. A contract for services will follow approval.

8. Charging and Remissions

Additional information for charging and remissions is not applicable to Ambitious College.

9. New learner induction

When a place has been confirmed and the funding agreed by the Local Authority, we will:

- Send out a welcome pack which includes information and forms for the parent/carer/learner to complete and return. The fully completed forms should be returned as early as possible but at least three weeks in advance of the start date.
- Allocate a College staff member to be the point of contact for parents/carers/learner.
- Agree a transition plan with all parties concerned.

10. Further information

Visit our website: www.ambitiouscollege.org.uk/

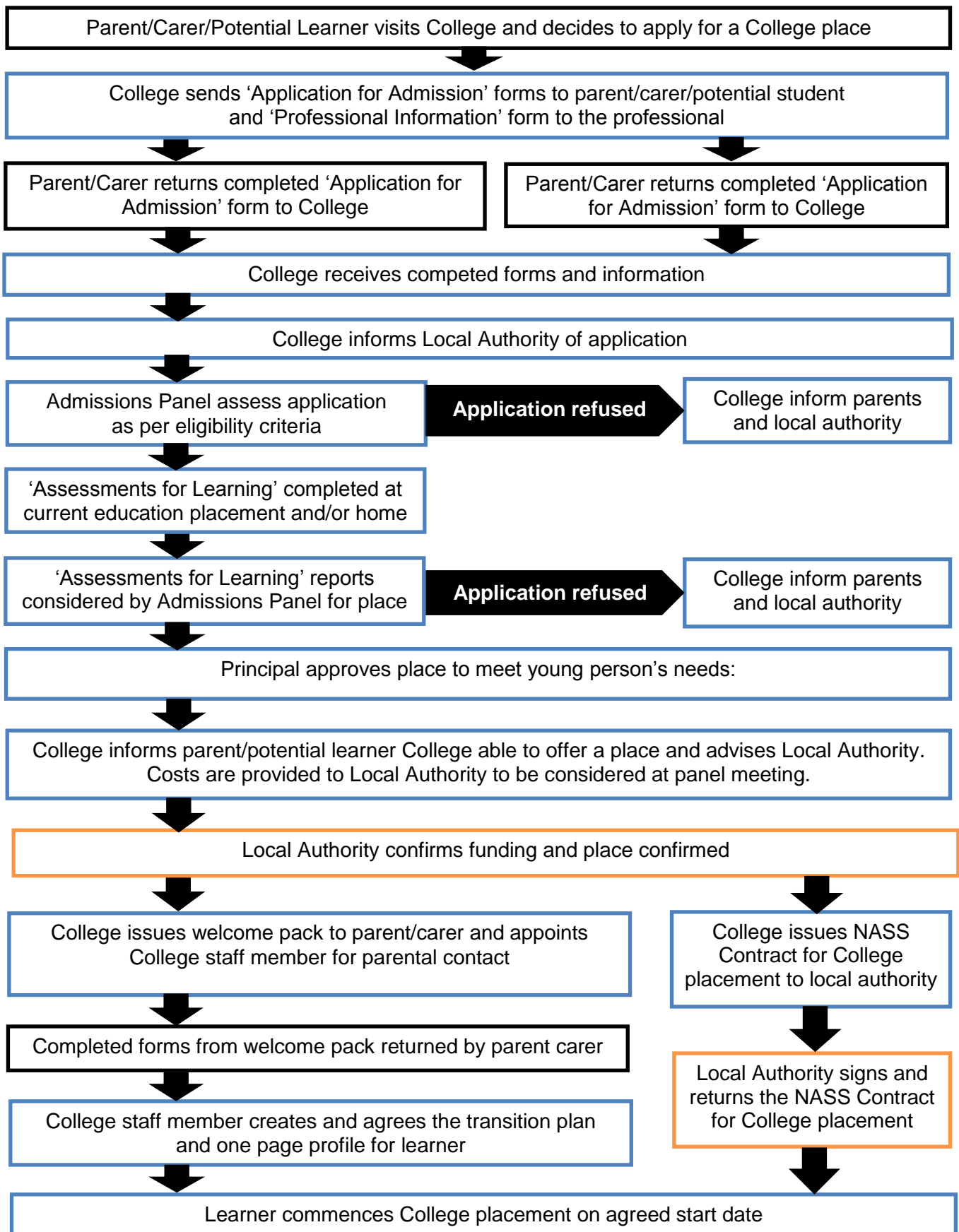
For Admissions information <http://www.ambitiouscollege.org.uk/about-us/admissions>

To contact the Admissions Team

- Phone: 020 8815 5428
- Email: admissions@ambitiousaboutautism.org.uk

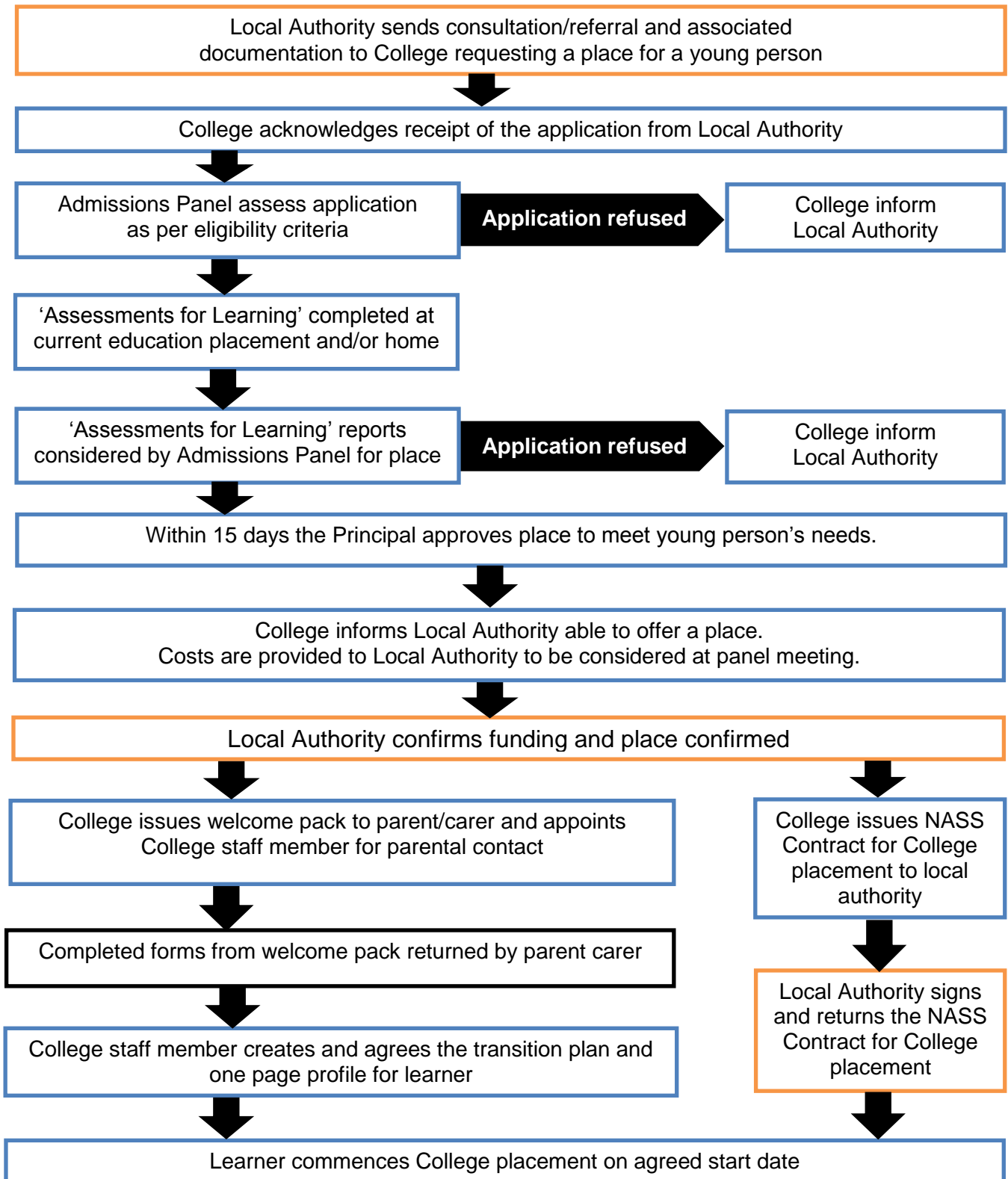
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Appendix B1 Application Process (Parent initiated)



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Appendix B2 Application Process (Local Authority initiated)



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Appendix C: The Rise School

The Rise School specific admissions charging and remissions

1. Introduction

The Rise School is a free school and is part of a multi-academy trust, Ambitious about Autism Schools Trust. The School is located within Hounslow and has relationships with Local Authorities across London and the Home Counties.

2. Admission Criteria

The Rise School admits children/young people from age 5 to 18, who have a primary diagnosis of Autism Spectrum Disorder (ASD) and where the school is named on the child's/young person's Education, Health and Care Plan (EHCP).

Pupils who attend The Rise School may progress to integrate into mainstream education with different levels of inclusion.

Any additional diagnoses of either learning disabilities or medical conditions must be assessed on an individual basis, to determine whether or not the school will be able to meet the child's/young person's needs.

Funded Places in 2018/19 (Reception to Sixth Form) is up to the Published Admissions Number of 96.

Pupil Admission Number (PAN):	96	
Primary maximum class group:	8	Reception (EYFS ⁶) Years 1-6 (Key stage 1-2)
Secondary maximum class group:	8	Years 7-11 (Key stage 3-4)
Sixth Form maximum class group	8	Years 12-14 (Key stage 5)
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), the National Curriculum is taught within an age appropriate range. We set suitable learning challenges, respond to pupils' needs and prepare teaching to enable pupils to overcome potential barriers by providing differentiated and personalised access to the National Curriculum.

3. Admission process

Visits for parents/carers are arranged during the first observation, as part of the application process.

If it would appear from the initial enquiry from a Local Authority that a placement at The Rise School may be suitable for the prospective child, the following procedure will ensue:

⁶ Early Years Foundation Stage

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- The prospective pupil will be invited in to be taught alongside the school's current cohort in a couple of core subject lessons.
- At this first observation, parents/carers will be invited to visit the school and will be given further information about the school.
- If it is felt that the school may be able to meet the needs of the prospective pupil, following the initial observation, the school will invite them to spend 3 days being taught alongside the school's current cohort.
- Following assessment of the prospective pupil, a recommendation is made to the Local Authority either to offer a place or to outline the reasons that it feels it is not able to meet this child's/young person's individual needs.
- If there is a place in the year group and the school feels that the prospective pupil's needs can be met, a formal offer is made in writing to their Local Authority.
- Once the place has been accepted in writing by the Local Authority, and if the year group is already full, the school will place the prospective pupil's name on a waiting list.
- Prospective pupils may enter the school at any time during the school year. When a start date has been established the school will plan for the pupil's integration into the school.
- Prior to entry, parents/carers will be required to read and agree to the school's behaviour policy; both parents and pupils will be required to sign a home-school agreement.

4. Oversubscription criteria

No additional information specific to The Rise School.

5. Waiting list

A waiting list would be established if:

- During the school year, where the Published Admissions Number (PAN) has not been reached but the maximum class sizes have been reached within an area of the School.
- 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 The Rise School will not exceed the numbers stated in the above. Waiting lists will therefore operate in class groupings.

6. Appeal arrangements

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

7. Funding

As a multi-academy trust school, The Rise 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.

As an academy, the school is required to comply within the law relating to admissions as set out in the School Standards and Framework Act 1998.

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8. Charging and Remissions

School Meals

School meals can be provided at lunchtime and are optional. Parents are able to pay online for school meals using a secure web application called ParentPay.

If a pupil is eligible for Free School Meals the meals would be provided free of charge.

9. New pupil 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 Senior member of staff to be the point of contact for parents/carers.
- Provide an introduction to the Support Team.
- Develop a transition plan to be agreed with the parent/carer, the existing placement, if any, and the placing Local Authority and the child/young person.

10. Further information

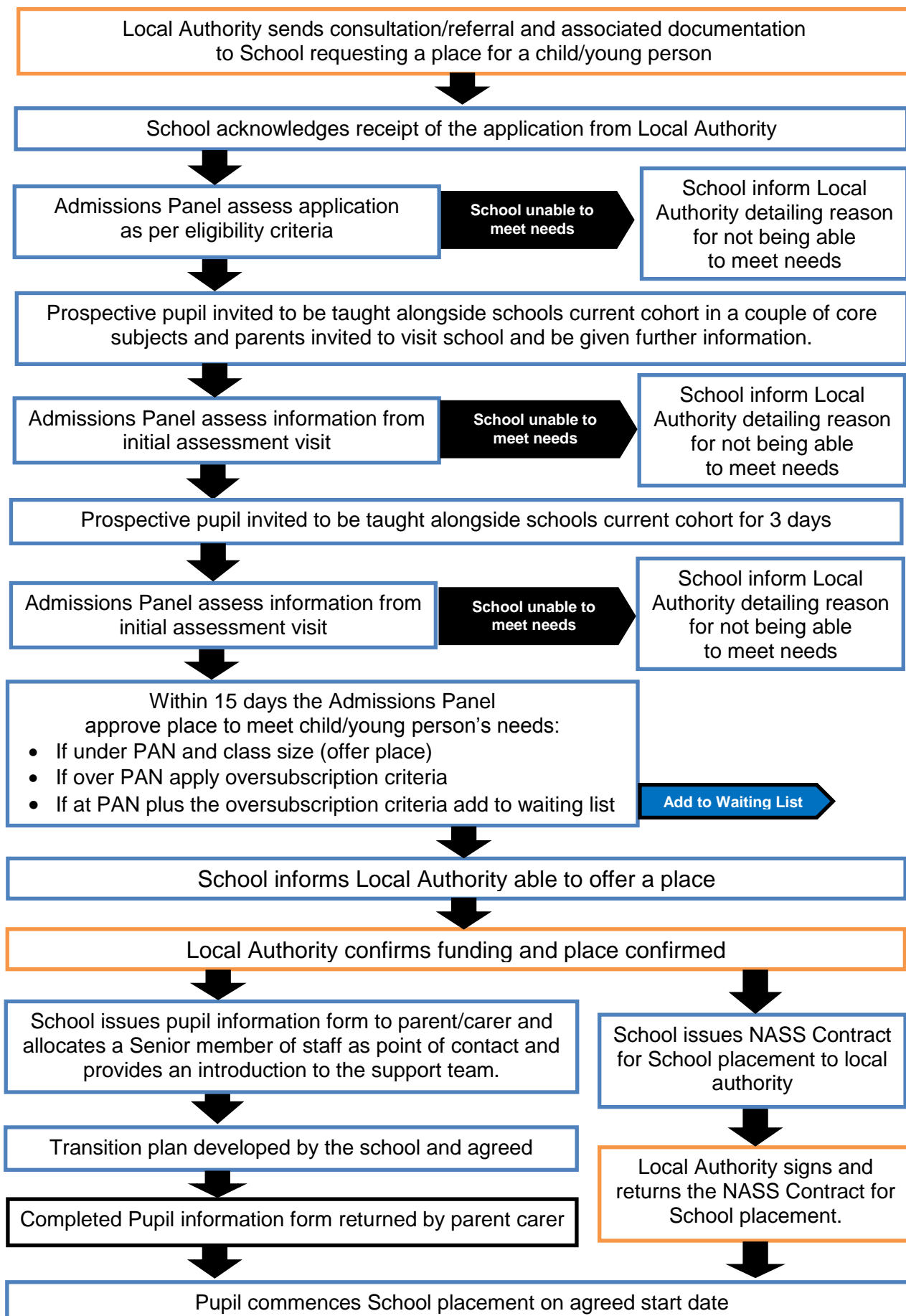
Visit our website: www.theriseschool.com

Phone: 0208 0990640

Email: info@theriseschool.com

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Appendix C1: Application Process (Local Authority initiated)



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TreeHouse School specific admissions, charging and remissions

1. Introduction

TreeHouse School is registered with the Department for Education as a Non-Maintained Special School (NMSS). 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.

2. Admission Criteria

TreeHouse School will admit children/young people age 3 to 19 with a primary diagnosis of Autism Spectrum Disorder (ASD) and who also have a Learning Difficulty, where the school is named within the child's/young person's EHCP. The school may on an exceptional basis admit a child/young person who has a similar social communication difficulty to ASD.

Pupil Admission Number (PAN):	100	
Primary maximum class group:	7*	Reception (EYFS ⁷) 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	

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.

3. Admission 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.

⁷ 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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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.

Diagrams showing the admissions process can be found in Appendix D1 (parent initiated) or Appendix D2 (local authority initiated).

4. Oversubscription criteria

No additional information specific to TreeHouse School.

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 ⁸) 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.

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.

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 and Contracting

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.

⁸ 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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8. Charging and Remissions

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.

9. New pupil 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 Senior Behaviour Analyst or Behaviour Analyst to be the point of contact for parents/carers.

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

10. Further information

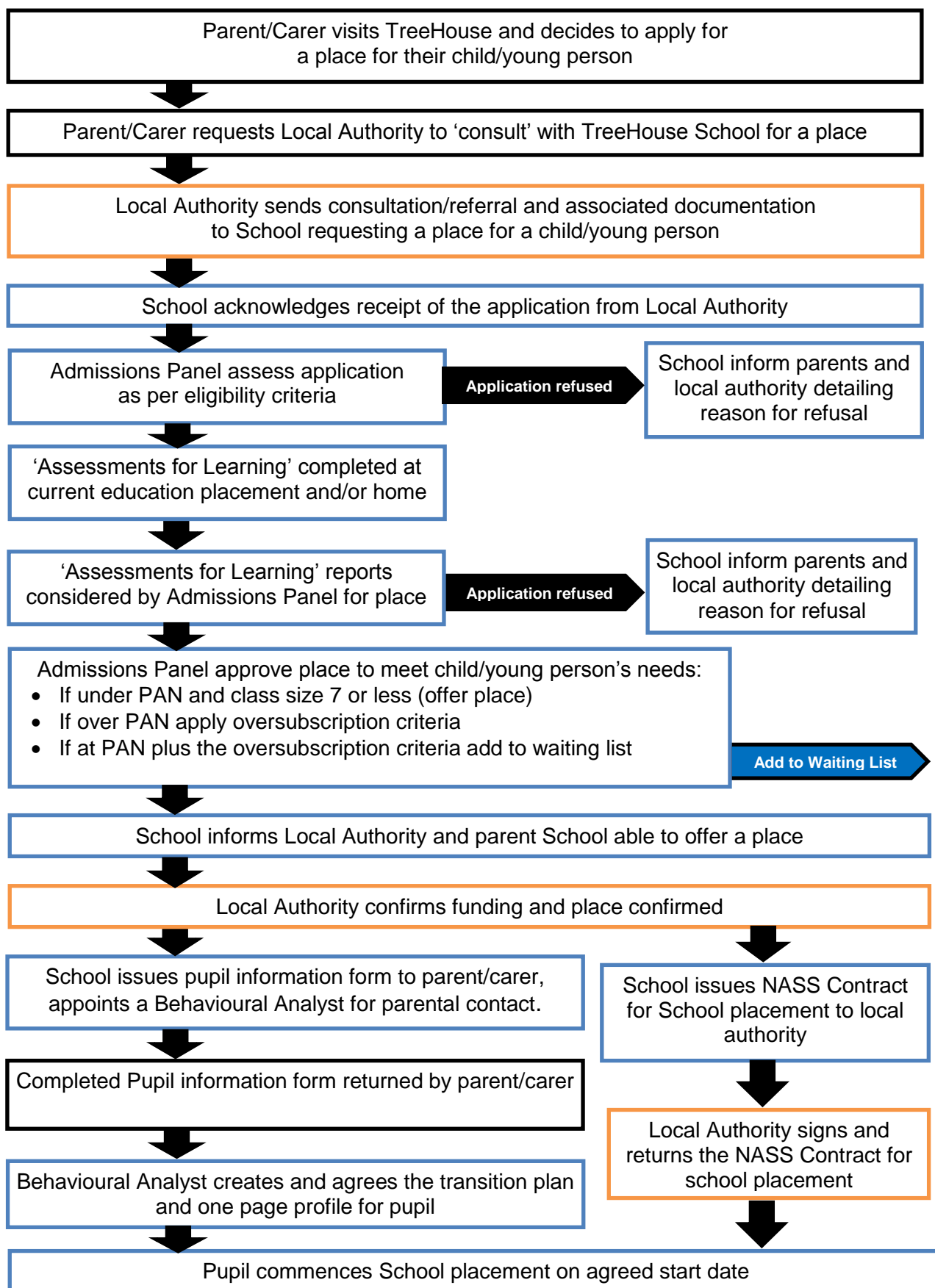
Visit our website: <http://www.treehouseschool.org.uk>

Phone: 020 8815 5424

Email: admissions@tambitiousaboutautism.org.uk

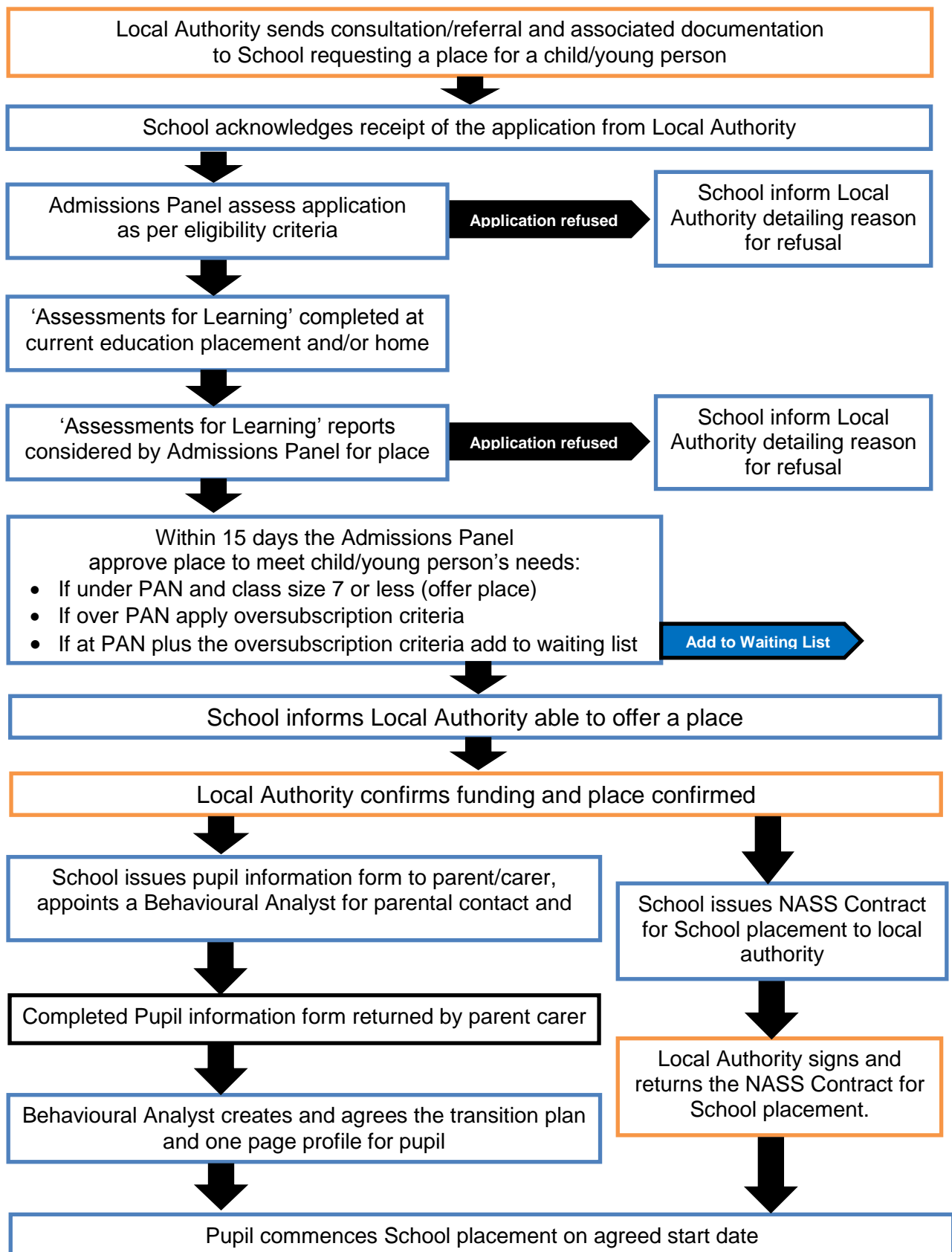
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Appendix D1 Application Process (Parent initiated)



Policy Owner	Headteacher of TreeHouse School	Review Date:	September 2019
Policy No.	AaA 081	Version No.	2.0

Appendix D2 Application Process (Local Authority initiated)



Policy Owner	Headteacher of TreeHouse School	Review Date:	September 2019
Policy No.	AaA 081	Version No.	2.0