



Admissions Policy

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Rights Respecting School Policy Statement

As a rights respecting school we focus on the rights of every child.

Every child has the right to learn, feel safe and happy whatever their background, culture, gender, race, religion, socio-economic status and ability.

As a "Rights Respecting School" pupils have the opportunity to learn about the work of Unicef and the United Nations.

The curriculum is the vehicle to enable pupils to engage with rights and their liked responsibilities.



Admissions Policy

Crosby High School is a 175 place secondary school for pupils aged 11 to 16 who have moderate and/or complex special needs that have been identified through their Education and Health Care Plan (EHCP). All pupils admitted to Crosby High School have an EHCP.

Sefton Local Authority (LA), or potentially a different Local Authority, will send a placement request consisting of all relevant and up-to-date paperwork to the Assistant Head Teacher (AHT) responsible for transition and the Headteacher. All paperwork received is reviewed and a placement is determined based on the pupil's need as outlined in Section B: Educational Need, as well as Section C: Health Needs of their plan. Particular attention is paid to Special Educational Provision and what is to be provided as outlined in Section F.

Prior to their child's Year 6 EHCP review meeting, parents/carers are advised to visit Crosby High School to develop a greater understanding of the provision available and Open Events are held throughout the year to accommodate this.

Pre-admission visit

A member of the School Leadership Team (SLT) will meet with parents / carers to show them around the school and answer any questions they may have regarding a possible future placement for their child. Parents/carers may require more than one visit and this is always accommodated.

Decision

Once all paperwork, as outlined above, has been reviewed and the AHT responsible for transition has visited the child in their primary school setting, the AHT will inform the LA of the outcome of the placement request. This process will be completed within two weeks.

The final decision regarding a pupil's placement is made by the LA in consultation with the relevant specialist provision.

In May / June prior to a pupil starting at Crosby High School, parents/carers are sent all relevant paperwork for completion prior to the two transition days which take place in June and July (see below). If this paperwork is not completed there is an opportunity for this to be done at the parents meeting which is held after the second transition day. Staff are on hand to assist with this.

Primary schools will also receive a transition pack to be completed, which includes a transition request document.

During June and July, two transition days are arranged for incoming pupils. Pupils are brought into school and collected by parents / carers on these days. On the first of these days, pupils are split into three groups and work through a carousel of activities focusing on getting to know each other and targeted English and Maths activities which will determine groupings on the second transition day.



On the second transition day pupils are split into their prospective class groupings and work together throughout the day, experiencing a selection of lessons. At the end of this second day, staff will meet to discuss pupil ability, aptitude and form placement.

A parents/carers meeting is held after school on the second transition day. At this meeting parents will be shown a presentation on expectations for September with a host of 'what if' scenarios outlined. There will also be a Q&A session with school staff. Members of the Specialist Transport Unit are also invited to this meeting.

Crosby High School has two academic models. The formal model consists of a maximum class size of 13 pupils with 1 Teacher and 1 Teaching Assistant, while the semi-formal model consists of a maximum class size of 10 pupils with 1 teacher and 2 Teaching Assistants.