Hednesford Valley High

Attendance Policy

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1. Rationale

Hednesford Valley High School is committed to ensuring that admissions arrangements are fair, transparent, inclusive and compliant with statutory guidance.

Our admissions processes aim to:
• Ensure students are placed in an educational environment where their needs can be met effectively.
• Promote positive outcomes for children and young people with SEND.
• Maintain safe, purposeful and supportive learning environments.
• Ensure that staffing, health and safety, curriculum pathways and resources are considered appropriately.
• Work collaboratively with parents/carers, local authorities and professionals throughout the admissions process.

2. Legislation and Guidance

This policy is informed by the following legislation and guidance:
• Children and Families Act 2014
• SEND Code of Practice: 0–25 years
• Equality Act 2010
• School Admissions Code 2021
• School Admission Appeals Code 2022
• Education Act 1996
• Keeping Children Safe in Education 2025
• Staffordshire Local Authority Admissions Guidance
• Staffordshire SEND Procedures

The school will ensure admissions arrangements comply with statutory duties relating to equality, safeguarding and SEND.

Hednesford Valley High School is a generic special school for students with Education, Health and Care Plans (EHCPs).

Admissions to the school are coordinated through the Local Authority SEND Assessment and Planning Service. Consultations may take place throughout the academic year.

The school's planned place numbers are agreed annually with the Local Authority. Capacity considerations include:
• Health and safety.
• Class groupings and dynamics.
• Staffing ratios.
• Curriculum pathways.
• Physical environment and facilities.
• The needs of existing and prospective students.

Where a parent/carer or young person requests Hednesford Valley High School as their preferred placement, the Local Authority must consult with the school in line with the SEND Code of Practice.

The Local Authority must name the school unless:
• The school is unsuitable for the child's age, ability, aptitude or special educational needs;
• The placement would be incompatible with the efficient education of others;
• The placement would be incompatible with the efficient use of resources.

The school will carefully consider all consultations on an individual basis, ensuring decisions are lawful, evidence-based and focused on the needs and safety of all students.

4. Equality and Inclusion

Hednesford Valley High School is committed to equality of opportunity and ensuring that students are not disadvantaged due to disability, race, sex, religion or belief, sexual orientation, gender reassignment or socio-economic background.

Reasonable adjustments will be considered as part of the admissions and transition process in line with the Equality Act 2010.

5. Transition (Year 6–7)

The school works closely with primary schools, parents/carers, the Local Authority and external agencies to support effective transition arrangements.

Transition support may include:

- School visits.
- Enhanced transition packages.
- Parent/carer meetings.
- Risk assessments.
- Social stories and visual supports.
- Additional visits.
- Multi-agency planning meetings.
- Phased transition arrangements where appropriate.

The school will identify whether places are available within different pathways and consider whether needs can be appropriately met.

6. In-Year Admissions (Years 7–11)

In-year admissions are considered throughout the academic year.

The school will consider:

- Availability of places.
- Class dynamics and groupings.
- Health and safety considerations.
- Staffing and resource implications.
- Curriculum suitability.
- The individual needs of the child or young person.

Decisions are made collaboratively with the Local Authority in accordance with statutory guidance.

7. Sixth Form Admissions (Years 12–14)

Students applying for Sixth Form will be required to:

- Complete an application process.
- Attend a transition meeting/interview where appropriate.
- Demonstrate that the provision is suitable for their aspirations, outcomes and needs.

Attendance, engagement, behaviour and progress information may be considered alongside SEND needs and reasonable adjustments.

Where concerns arise regarding suitability of placement, the school will work collaboratively with parents/carers and the Local Authority to identify appropriate next steps.

8. Transition to School

Following confirmation of placement, transition arrangements will be personalised according to the needs of the student.

This may include:

- Home visits.
- Meetings with professionals.
- Transition booklets.

• Sensory and regulation planning.
• Medical and safeguarding information sharing.
• Individual transition timetables.
• Part-time or phased starts where appropriate.

The school will ensure staff are appropriately trained and resources are in place prior to admission.

9. Responsibility of the School

The Senior Leadership Team oversee admissions consultations, transition arrangements and liaison with the Local Authority.

The school will:
• Respond to consultations within statutory timescales.
• Maintain clear communication with families and professionals.
• Ensure safeguarding and risk management procedures are followed.
• Monitor admissions capacity and resource allocation appropriately.

10. Appeals and Complaints

Parents/carers have the right to discuss concerns regarding admissions decisions with the Local Authority.

Where placements relate to EHCP naming decisions, parents/carers may access mediation and SEND Tribunal processes in accordance with national guidance.

11. Dissemination and Review

This policy will be shared with staff, governors, parents/carers and relevant agencies.

The policy will be reviewed annually or sooner in response to legislative or operational changes.

This policy should also be considered within the context of the following policy:

Penalty Notices – Code of Conduct for Issuing (SLA)

Child Protection and Safeguarding Policy

Behaviour Policy

The policy will be disseminated widely both Staff and Governors through appropriate meetings. The policy will be reviewed May 2027