



LOCATION : SCHOOL HANDBOOK, SECTION I, DOCUMENT 13

## **ADMISSIONS POLICY**

### 1. Introduction

1.1 Abbey Court School is a day school for pupils with severe and / profound and multiple learning difficulties aged 3 – 19 years.

1.2 Abbey Court offers an education matched to the individual needs of pupils. However, there are parameters which restrict the types of need that can be met by provision available at the school.

1.3 The admissions criteria, contained within this policy, are designed to determine the suitability of a referral to the school.

1.4 The admissions procedure will specifically identify individual needs and will determine whether identified needs can be met through provision available at the school.

### 2. Characteristics of pupils considered for admission

2.1 Abbey Court's designation is for pupils with severe and / or profound learning difficulties. Pupils admitted will therefore, experience severe developmental delay as a primary need and their attainment levels will reflect their learning and cognition difficulties.

2.2 A pupil's progress within the National Curriculum will range from slow but discernable, to little discernable progress. Most will not attain National Curriculum levels but may well have the potential to achieve within pre-levels (P scales). The pupils National Curriculum attainment will usually fall within the range illustrated below.

#### Bands of attainment

Pupils at Abbey Court will fall within the following bands of attainment:

- \* Pupils whose attainment will be described within the 'P' scales (DfE) throughout their school career.
- \* Pupils working within Level 1 (or occasionally 2) at all key stages.
- \* Pupils who will work (completely or partly) on alternative supplementary materials designed for pupils who might not progress in line with National Curriculum Key Stages and attainment levels (e.g. a pupil presenting on the extreme end of the autistic spectrum).
- \* Pupils with long term needs arising from a major disability in addition to their learning disability, that requires prolonged inter-agency involvement (e.g. a pupil with a life limiting medical condition)

## 2.4 Attainment Ranges Described by end of Key Stages

<b>Assessment</b>	<b>Range of attainment for majority of pupils</b>	<b>Highest expected level (most able pupil)</b>
End of Key Stage 1 (7 years)	P Levels 1-4	P6
End of Key Stage 2 (11 years)	P2.1-P7	P8
End of Key Stage 3 (14 years)	P3.1-P8	P10
End of Key Stage 4 (16 years)	P4 – P9	P12

2.5 The pupils' acquisition of basic skills will be and will remain significantly behind that of their peers. A large proportion of pupils will experience significant difficulties in acquiring basic skills, which in turn will lead to limited progress over time and limited generalization or transfer of learning.

2.6 Exceptionally, the LA may request with the schools full agreement, a pupil to be placed temporarily on an observation and assessment placement. The purpose of the placement will be to gather and provide the LA with information about the pupil and to recommend appropriate future provision.

## 3. Associated Developmental Factors

3.1 Pupils may have additional needs in the following areas:

- \* Medical
- \* Physical
- \* Sensory
- \* Social and Communication
- \* Social and/or Emotional

3.2 The above may exacerbate the child's global learning difficulty. Low achievement levels may well result in pupils being unable to access mainstream qualifications. Many pupils can, however, achieve external accreditation for the gains in knowledge and understanding they have made and for the skills they can demonstrate. (See Abbey Court School PARR policy).

3.3 Many pupils will have a short concentration spans and require high levels of support to remain on task. These features will not in themselves amount to a primary behavioural need or significant behavioural difficulties. The school does not cater for pupils whose primary need is an emotional behavioural difficulty.

## 4. Characteristics not normally considered for admission

4.1 Pupils who fall outside the school designation to provide for learning difficulties would be inappropriately placed at Abbey Court School. Such pupils may:

- (a) exhibit patterns of behaviour, which would put the safety and security of pupils and others at risk
- (b) have needs that are 'incompatible with the interests of other children already in school'
- (c) require styles of intervention to manage their behaviour that would negatively impact on the well being of the other, more vulnerable children and young people.
- (d) present very severe difficulties which also impact on learning e.g. sensory impairment, medical problems, neurological problems, physical or emotional behavioural difficulties, language disorder, severe communication difficulties (autistic spectrum) which create significant new need over and above those created by the child's learning difficulty.

## 5. Admissions

5.1 The following factors (which are not in priority order) will be taken into account to determine admissions and will be used by the school if necessary to consider representations made by LA officers to prioritise admissions in the event of over-subscription:

- (a) Information from the LA or Secondary Allocations Panel
- (b) Parental preference - expressed in statutory assessment or annual review.
- (c) The pupil has an EHCP where the described needs of the pupil falls into the characteristics of pupil's considered for admission (above)
- (d) The curriculum of the school can meet all the needs in the statement.
- (e) Established arrangements with the local health trust or social services department ensure that all non educational needs can be met through such arrangements.
- (f) A vacancy determined by availability within:
  - \* Overall capacity of school
  - \* Overall capacity of phase / site accommodation limit
  - \* Class grouping (broadly determined by NC year)
- (g) Nearness and ease of access
- (h) The school's preference to educate children within their local community
- (i) Appropriate observation and assessment has taken place within the school.

## 6. Guidance for Normal Transfer and Admission Dates

6.1 Pupils will normally be admitted at the beginning of each academic term and preferably at the beginning of the academic year, with the exception of the Nursery where pupils will be admitted at any point subject to the admissions criteria being met. The Secondary Allocations Panel is held annually in October. The following notes for each Key Stage include other factors that might influence admissions.

### 6.2 Foundation stage to Key stage 1 & 2

Referrals are sent from the Local Authority regarding pupils requiring a place in the Nursery, KSI or 2. If they meet the school's entry criteria, a visit to the school for the family and pupil is arranged, following which the Headteacher will contact the Local Authority to confirm if a place is being offered, who then write to the parents. A home visit is then undertaken by the Key Stage Leader, class teacher and, if appropriate, school nurse. Following the home visit, information is shared with the leadership team and a start date is agreed along with a plan for transition.

At the final Annual Review of Nursery (2), placement in Reception year is discussed and suitability to transfer to the main school agreed by all present if appropriate.

### 6.3 Key Stage 3 & 4

Existing Abbey Court pupils will have completed an annual review in year 6 (secondary transfer) to determine whether the school continues to be the appropriate placement. This will be replicated at the Year 9 Transition Review.

Applications for admission from year 7 - 11 from pupils not already at Abbey Court School will be considered as appropriate, and normally through the Secondary Allocations Panel.

Applications for admission after the beginning of year 7 will be conducted in the same way as Key Stage 1 & 2 admissions.

### 6.4 16 - 19 Facility

Following:

- \* careers interviews
- \* establishing of a link with the schools appointed Careers Adviser
- \* transition review
- \* transition plan

Discussions will take place about the range of options available. Post 16 pupils and parents / carers will apply for places within the schools 16 - 19 facility.

Applications from other schools for FE provision will be conducted in the same way as KSI / 2 admissions.

## 7. Appeals against a decision not to admit

7.1 Admissions are considered, by the school's Leadership Team.

7.2 Should the pupil not be deemed to be suitable the Local Authority will be advised and a discussion had with the Head of the LA SEN Department. The LA do have powers to direct admission, following due process. The school is able to appeal a direction by writing to the Secretary of State.

## 8. Effective Admissions

8.1 The following will usually assist effective decision making:

- \* Visit to referring school
- \* Review of all available documentation
- \* Meeting with parent / pupil
- \* Verification of curriculum suitability by Key Stage Leader
- \* Analysis of match to admissions criteria
- \* Suitability and availability of non educational provision - social services, Health Trust personnel
- \* Inclusion planning, dual placement, short term and long term placement and provision
- \* Early involvement or knowledge of the child

### 8.2 Induction procedure

Between the schools decision to offer a place and the pupil's admission, the following transition activities will be necessary:

- \* Taster sessions for pupil (accompanied by parent if necessary)
- \* Period of observation and assessment
- \* Meeting for parent and pupil with teacher (including home visits)
- \* Invitation to school events

(see Abbey Court School Transition procedures: Document 14)

8.3 There may be exceptional circumstances where a pupil does not fully meet the admissions criteria but may be considered for a short, fixed period of observation and assessment that may contribute to a later more informed decision.

K Joy

December 1996

Updated December 1997

Updated June 1999

Updated November 2001

Updated September 2003

Updated September 2005

Updated October 2007

Updated November 2009

Updated December 2012

Updated September 2013

Updated September 2014

Updated October 2016

Updated October 2018

Updated September 2020