



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. Abbey Court Foundation Special School is maintained by Medway Local Authority for pupils with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) as their main presenting need. Additional educational needs may include visual/hearing impediment, sensory impairment, autism and or physical disability. All pupils have Education Health and Care Plans.

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 potential placement at the school and to inform referrals.

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 or would require additional levels of provision.

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. This should not be confused with a primary need which outlines significant difficulties or significant developmental delay.

2.2 All pupils at Abbey Court are working below the standards of National Curriculum assessments and significant below the level of their age-related peers. Pupils therefore fall into two categories; 'Non-subject specific' and 'subject specific' learners.

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 at non-subject specific learning through the Engagement Model.
- * 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.
- * 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)

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

2.4 Exceptionally, the Local Authority may request of the Governing Body/Headteacher, for 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. This agreement would be considered an exceptional arrangement and agreement is at the discretion of the Governing Body/Headteacher.

3. Associated Developmental Factors

3.1 In addition to having a primary need of severe and / profound and multiple learning difficulties pupils are likely to 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/main presenting need, is an emotional/challenging behavioural difficulty.

4. Characteristics not normally considered for admission

4.1 Pupils who fall outside the school designation to provide for a primary need of severe/ profound 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 age, aptitude or ability of other children already in school' and impact on the provision of efficient education to them.
- (c) require styles of intervention to manage their behaviour that would negatively impact on the well being of the other, highly vulnerable children and young people.
- (d) present with severe levels of combined difficulties e.g. sensory impairment, medical problems, neurological problems, physical or emotional behavioural difficulties, language disorder, severe communication difficulties (autistic spectrum) which combined create significant new need over and above those created by the child's severe or profound 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 fall into the characteristics of pupil's considered for admission (see above)
- (d) The curriculum of the school can meet all the needs in the EHCP
- (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) The impact on the provision of efficient education to existing pupils in accordance to section 39 of the Children's and Families Act 2014
- (g) A vacancy determined by availability within:
 - * Overall capacity of school
 - * Overall capacity of phase / site accommodation limit
 - * Class grouping (broadly determined by NC year)
 - * Recruitment of appropriate staff/reasonable efforts to recruit in discussion with the Local Authority
- (h) Nearness and ease of access
- (i) The school's preference to educate children within their local community
- (j) Appropriate observation and assessment has taken place within the school/appropriate educational setting

6. Guidance for Normal Transfer and Admission Dates

6.1 Pupils will transfer 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. Exceptionally this may be impacted where key staff are not in post at the start of term, and a recruitment process is being followed. This would be discussed with the Local Authority where this is the case and the school will make best endeavours to secure replacement staff as soon as practicable. 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, Reception, KS1 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. The Local Authority then writes 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 and confirmed to the Local Authority who then notify parents.

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 and this is confirmed to the Local Authority who will notify parents. 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

At the Annual Review, discussions will take place about the range of options available for Post 16 placement and parent / carers will apply for places within the schools 16 - 19 facility. School will confirm to the Local Authority, whether the school continues to be an appropriate placement and the Local Authority will notify parents.

Applications from other schools for FE provision will be conducted in the same way as KSI / 2 admissions and the school will make considerations as outlined in (5) above.

7. Appeals against a decision not to admit

7.1 Admissions are considered, by the school's Leadership Team and the Headteacher who has delegated duty from the Governing Body will respond to the Local Authority.

7.2 Should the pupil not be deemed to be suitable the Local Authority will be advised of this and a discussion had with the Head of the Local Authority SEN Department. The Local Authority do have powers to direct admission, where they follow statutory process and local arrangements. The school is able to appeal a direction by writing to the Secretary of State and reserves the right to do this where it considers this is an appropriate course of action.

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 school's 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)

*Where for whatever reason there may be a delay to the induction process, the school will remain in contact with the Local Authority and parent.

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. This would be considered an exceptional arrangement, which would be agreed at the discretion of the Headteacher/Governing Body.

V Aspin

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