

**Report to:** Children and Young People's Panel / Cabinet

**Date:** 22<sup>nd</sup> May 2008 / 29<sup>th</sup> May 2008

**Subject:** Admission Arrangements for Specialist Provision

**Report of:** Director of Children and Young People's Services

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**Purpose / summary:** The purpose of this report is to introduce the admissions policies for the range of specialist provision in Wigan.

**Alternative options considered and reason for selecting the one recommended:** N/A

**Recommendation / decision:** Panel is asked to note the content of this Report.

Cabinet is recommended to adopt the attached Admissions Arrangements for Specialist Provision and delegate any future changes to the Director of Children and Young People's Services.

**Key Decision:** This report does not involve a key decision.

**Risks / Implications:**

Financial:	None
Staffing:	None
Policy:	School Admissions/SEN Code of Practice
Equal Opportunities - Has a Diversity Impact Assessment been conducted?	A Diversity Impact Assessment has been conducted.
Wards affected:	All

**Property Implications – Does the proposal involve a reduction, addition or change to the Council’s asset base or its occupation?**

The proposal is not identified as having property implications. The Council’s asset base and occupation would be unaffected by the ratification of the draft policies.

**If yes, have the property implications been agreed with the Corporate Property Officer?**

N/A

**Does this proposal have significant implications for the Council and the local population?**

A diversity impact assessment is not necessary at this stage, however, equality and diversity implications have been considered when producing this report.

**Does this proposal involve a new policy or procedure or significant changes to an existing policy or procedure?**

A diversity impact assessment has been undertaken and is attached as an appendix to this report.

Has the Director of Legal and Property Services confirmed that the recommendations within this report are lawful and comply with the Council’s Constitution? **Yes**

Has the Director of Finance and IT confirmed that any expenditure referred to within this report is consistent with the Council’s budget? **N/A**

Are any of the recommendations within this report contrary to the Policy Framework of the Council? **No**

**For Cabinet reports only :**

Categorisation of the report:	<b>X</b>		<b>X</b>
Discussion leading to a decision		Discussion	
Monitoring		Decision	
Sharing for corporate understanding		Information	<b>X</b>

**Tracking/Process:**

	Consultation	Ward Members	Partners
Panel	Overview & Scrutiny	Cabinet	Council
22.05.08		29.05.08	09.07.08

There are no Background Papers to this Report within the meaning of Section 100D of the Local Government Act 1972.

Proper Officer



## **1 Background**

- 1.1 In 2006, the Local Authority concluded an extensive review of its specialist provision. As part of this review, six special schools and two learning units closed. Three new area special schools, two resourced primary schools offering observation and assessment places, a resourced primary school and a resourced secondary school for children with complex physical/ medical needs were established.
- 1.2 In January 2008, the conclusion of a further review resulted in Cabinet approval of the proposal to discontinue resourced places at Meadowbank Nursery and Hindley Green Primary School. Implementation of the proposals will be with effect from 1<sup>st</sup> September 2008 and 1<sup>st</sup> September 2009 respectively.

Provision to replace that which is to be discontinued at Meadowbank and Hindley Green will be developed in the two existing resourced primary schools, in the west and centre of the borough, and in a primary school in the east, which has yet to be identified to become the third resourced school.

These schools will also offer resourced places to a small number of primary-aged pupils on the ASD continuum whose learning difficulties are not severe, but who find mainstream education difficult.

- 1.5 In addition to this, Cabinet approved the proposal to identify, through self-referral, and consult on the establishment of a similar resource within the secondary sector.
- 1.6 The identified High school is Hawkley Hall, and the first stage of consultation on the proposal to provide 15 additional places at the school for young people with low severity autism concluded on 21<sup>st</sup> April 2008.
- 1.7 Based on the results of this, Cabinet will be recommended to approve progression to the statutory stage. If approval is granted, the final outcome will be known in September 2008, with a proposed implementation date of September 2009.

## **2 Proposals**

- 2.1 Admissions policies have been drawn up, for all specialist provision, although there is no statutory requirement under the School Admissions Code of Practice to do so.
- 2.2 The aim is to clarify the criteria to be met and the process to be followed when placing identified pupils in specialist provision.
- 2.3 The policies have been produced through consultation with the Headteachers of the schools concerned.
- 2.4 Statutory regulations relating to special educational needs, and guidance in the SEN Code of Practice, have provided the framework for these proposals.

2.5 Admissions policies are attached as follows:

- Appendix 1: Hindley Sure Start Nursery (physical/medical needs)
- Appendix 2: Hope School Early Years Centre / Class 1 (additional needs and profound and multiple learning difficulties)
- Appendix 3: Westfield and Platt Bridge Primary Schools (observation and assessment/specific speech and language difficulties/low severity autism)
- Appendix 4: Hindley Junior and Infant School (physical/medical needs)
- Appendix 5: Hindley Community High School and Arts College (physical/medical needs)
- Appendix 6: Hawkley Hall High School (low severity autism)
- Appendix 7: Hope School (profound and multiple learning difficulties)
- Appendix 8: Hope, Montrose, New Greenhall and Oakfield Schools (complex learning difficulties)
- Appendix 9: Landgate (severe autism)
- Appendix 10: Willow Grove School, Newbridge Learning Community (emotional, social and behavioural difficulties)

### **3 Conclusion**

- 3.1 There is no statutory requirement for the Local Authority to have admissions policies in place for its specialist provision.
- 3.2 However, in consultation with Headteachers of the schools concerned, proposals have been drawn up to clarify the process by which pupils are placed within specialist provision.

### **4 Recommendation**

- 4.1 It is recommended that the contents of this report be noted, and that Cabinet adopt the attached Admission Arrangements for Specialist Provision. Any future amendments will be agreed by the Director of Children and Young People's Services.

**Diversity Impact Assessment form**

Section:	Children and Young People's Services
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Policy/Service Area:	Care and Inclusion
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Person Completing Form: Elaine Baulcombe – Strategic Manager	Date: 14.03.08
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Do any of the below groups suffer specific disadvantage (please indicate)

	Yes	No		Yes	No
Race		x	Disability		x
Ethnicity		x	Gender		x
Age		x	Religion		x
Class		x	Sexual Orientation		x

Is there evidence of disadvantage or associated problems? There is no evidence of disadvantage as all children who meet admissions criteria can be accommodated equally in the appropriate setting.
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How was the information collected and/or who have you consulted with? <ul style="list-style-type: none"> <li>• Awareness of legal requirements from the SEN Code of Practice.</li> <li>• Consideration of other advice contained within the Admissions Code of Practice.</li> <li>• Consultation with Headteachers of specialist provision.</li> </ul>
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Action Plan – <i>What specific actions are planned to tackle any disadvantage identified?</i> N/A
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Is the policy in line with current equality legislation and relevant codes of practice? All policies comply with the principles of Equality and Diversity legislation in a bid to: <ul style="list-style-type: none"> <li>• eliminate discrimination</li> <li>• promote equality of opportunity and help address unmet need</li> <li>• encourage engagement and participation, and promote good relations and positive attitude between agencies</li> </ul>
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- and have regard to the SEN Code of Practice.

Timescale	
Responsibility	
Comments	

**Are the actions specified included in any other documents/plans?**

Departmental Service Plan	
Section/Team Plan	
Other (Specify)	

Date for further review

**Diversity Impact Assessment form**

Section:

Policy/Service Area:

Person Completing Form:	Date:

Do any of the below groups suffer specific disadvantage (please indicate)

	Yes	No		Yes	No
Race			Disability		
Ethnicity			Gender		
Age			Religion		
Class			Sexual Orientation		

Is there evidence of disadvantage or associated problems?

How was the information collected and/or who have you consulted with?

Action Plan – <i>What specific actions are planned to tackle any disadvantage identified?</i>

Is the policy in line with current equality legislation and relevant codes of practice?

Timescale	
Responsibility	
Comments	

**Are the actions specified included in any other documents/plans?**

Departmental Service Plan	
Section/Team Plan	
Other (Specify)	

Date for further review
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## **Admissions Policy for Children with Physical/Medical Needs placed at Hindley Sure Start Nursery**

### **Aim**

The aim of this admissions policy is to clarify the process by which children aged 3-4 years with physical/medical needs are placed at Hindley Sure Start Nursery.

### **Context**

The places available for children with physical/medical needs at Hindley Sure Start Nursery are in addition to those provided through the nursery's normal budget, and are funded through 'planned places'.

This higher level of funding will enable the nursery to provide:

- enhanced staffing levels
- planning time for individual children
- other additional resources/equipment

### **Definition of Children with Physical/Medical Needs**

Children with physical/medical needs are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- An inability to make progress through the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the setting, and high levels of adult support.
- A marked discrepancy between the child's attainment in the Early Learning Goals of the Foundation Stage Profile and the attainments of the majority of children of the same age, as assessed by teachers and external specialists following close observation.
- Significant emotional and/or behavioural difficulties - for which there is clear substantiated evidence, based on specific examples, that these difficulties are as a result of the child's physical/medical needs.

### **Admissions Criteria**

For a child with physical/medical needs to be placed at Hindley Sure Start Nursery, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services and Early Years Teams, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of physical/medical needs
- significant and persistent physical/medical needs
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching

- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment.

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to Hindley Sure Start Nursery for children with physical/ medical needs will be determined by an agreed procedure. The LA and the nursery will work together to make sure that the child's needs are met, parent/carer views addressed, and the capacity of the nursery considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- The child will be known to the Early Years Quality and Inclusion Team and procedures for supporting pre-school children with special and additional needs will be in place.
- A multi-disciplinary assessment will be undertaken, involving relevant professionals and parents/carers, to identify the child's needs and the resources required to remove barriers to learning.
- Where parent/carer preference is known to be for resourced provision, and the child's needs reflect those described in the admissions criteria, parents/carers will be notified that a referral has been made to the nursery.
- Where parent/carer preference is not known, a nominated SEN Officer, Early Years worker or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the child's potential admission to the nursery. This will be a written referral, ie, a letter accompanied by the reports gathered from the multi-disciplinary assessment.
- The Headteacher will be asked to consider the referral details and to contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the nursery, and discuss how their child's special educational needs will be met.

- If appropriate, the Headteacher, or nominated representative, will visit the child in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date, and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admissions process for the child, through appropriate liaison with the family and the child's current setting.

### **Transitional Process**

The process for a child leaving the nursery and transferring to a Reception class will be based upon:

- a review of progress
- a clear understanding of the child's needs, and appropriate interventions
- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's file and all relevant information to the receiving school
- parent/carers views
- child's views

A transitional review meeting will be arranged, and a SEN Officer invited to attend. Options for the child will be considered and an integration plan drawn up which will detail:

- timescales for action
- roles and responsibilities of all parties
- the child's support in the new setting

Once placed in an appropriate Reception class the child will be subject to regular monitoring and supported through the school's and LA processes for early years children.

## **Admissions Policy for Children with Additional Needs and Profound and Multiple Learning Difficulties placed at Hope School Early Years Centre/Class 1**

### **Aim**

The aim of this admissions policy is to clarify the process by which children with additional needs or profound and multiple learning difficulties (PMLD) are placed at Hope School Early Years Centre/Class 1.

### **Context**

The early years places available at Hope School for children with additional needs and children with PMLD, are in addition to those provided through the mainstream nursery, and are funded through 'planned places'.

### **Definition of Children with Additional Needs**

Children with additional needs who would benefit from placement at Hope School are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- An inability to make progress through the curriculum without the extensive use of specialist materials, additional aids or resources, and high levels of adult support.
- A marked discrepancy between the child's development and that of the majority of children of the same age, as assessed by teachers and external specialists following close observation.
- Significant emotional and/or behavioural difficulties – for which there is clear substantiated evidence, based on specific examples, that these difficulties are as a result of the child's additional needs.

### **Definition of Children with Profound and Multiple Learning Difficulties**

Children with PMLD are defined as those who have difficulty carrying out even very basic tasks, such as feeding, toileting and self help skills without adult assistance. These children require a significantly modified and predominantly sensory curriculum in addition to significant medical input within the educational setting.

Most children with PMLD have a significant cognitive learning difficulty, usually with motor and sensory impairments, as well as complex health/medical care needs. Almost all will have communication difficulties and will be working at a very early developmental stage.

Children with PMLD are likely to have:

- severe developmental delay
- impaired ability to communicate and interact with the environment
- regressive conditions in some instances

These may be due to multiple impairments, eg, combinations of physical, sensory and medical needs. They may also have ASD, of varying degrees, and behavioural needs, ranging from challenging to passivity, resulting in lack of motivation or uncertainty and low self esteem.

### **Admissions Criteria**

For a child with additional needs and/or PMLD to be placed at Hope School Early Years Centre/Class 1, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services and Early Years Teams, where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of having additional needs
- significant and persistent additional needs or PMLD
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies intervention delivered by external specialist staff
  - require oversight by medical staff
  - cannot be effectively met within a non-specialist environment

### **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to Hope School Early Years Centre/Class 1, for children with additional needs and/or PMLD, will be determined by an agreed procedure. The LA and the school will work together to make sure that the child's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- The child will be known to the Early Years Quality and Inclusion Team and procedures for supporting pre-school children with special and additional needs will be in place.
- A multi-disciplinary assessment will be undertaken, involving relevant professionals and parents/carers, to identify the child's needs and resources required to remove barriers to learning.
- Where parent/carer preference is known to be for specialist provision, and the child's needs reflect those described in the admissions criteria, parents/carers will be notified that a referral has been made to the school.

- Where parent/carer preference is not known, a nominated SEN Officer, Early Years worker or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the reports gathered from the multi-disciplinary assessment.
- The Headteacher will be asked to consider the referral details and to contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the school and discuss how their child's special educational needs will be met.

### **Early Placements**

Places will usually be offered from the beginning of the academic year in which the child turns 4. However, in a very few exceptional cases, where a child has the most severe and complex needs, places may be offered earlier. This may be when the child:

- has profound and multiple learning needs which are evident without a multi disciplinary assessment
- is unable to access early education outside of a specialist setting due to the impact of their difficulties
- has a life-limiting condition and is in receipt of palliative care
- has severe and complex needs and compromised parenting.

Places will usually be offered in Class 1, except for those children who needs fall within 3 and 4 above, and who may not have PMLD. Part-time/sessional places will be offered, following consultation with the Headteacher, dependent upon the needs of the individual child and the school's capacity.

Places will be offered from the start of the academic year in which the child turns 3. In exceptional cases, a place may be offered from age 2 in Class 1 only.

Children who may require an early place will also:

- be supported through the Inclusion Protocol by the Early Years Quality and Inclusion Team
- have a comprehensive assessment by a health and/or educational professional which confirms that they meet the above criteria

## **Transitional Process**

Early years provision at Hope School provides places up to the end of the Reception year. Children who are placed in Reception at Hope School would transfer from the Early Years Centre to the main school in Year 1.

Other children will transfer from nursery to a Reception class elsewhere. The process of transition from the Early Years Centre to a Reception class in another school or to Year 1 at Hope School will be based upon:

- a review of progress
- a clear understanding of the child's needs and appropriate interventions
- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's file and all relevant information to the receiving school
- parent/carer views
- child's views

A transitional review meeting will be arranged, and a SEN Officer invited to attend. Options for the child will be considered and an integration plan drawn up which will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child in the new setting

Once placed in an appropriate Reception class, the child will be subject to regular monitoring and supported through the school's and LA processes for early years children.

## **Admissions Policy for Children placed in the Resourced Provision at Westfield and Platt Bridge Primary Schools**

### **Aim**

Westfield and Platt Bridge Primary Schools offer resourced provision for children aged 3-11 years who display any of the following:

- a) additional needs requiring further observation and assessment
- b) specific speech and language development difficulties
- c) low severity autism (Asperger's syndrome)

The aim of this admissions policy is to clarify the process by which these children are placed in the resourced provision.

### **Context**

The additional places in the resourced primary schools provide the opportunity for:

- a) children with additional needs to undergo a short term period of observation and assessment (usually for a maximum of three terms), to gain a thorough understanding of how the child learns best, and how their needs should be met
- b) children with specific speech and language difficulties to undergo a longer term intervention (usually for a maximum of two years)
- c) children at the Asperger's end of the autistic spectrum, for whom access to mainstream provision is difficult, even with considerable support, to have the benefit of resourced placement on a more permanent basis

For children in an observation and assessment place, or those with specific speech and language difficulties, it is the intention that they should return to the local school of parent/carer choice. It is envisaged that many children requiring a place at a resourced school will be in the Foundation Stage or Key Stage 1. However, provision will also be made for a number of older children.

For some children on the autistic spectrum, a period of observation and assessment may reveal that neither mainstream placement, nor placement in the more specialist autistic provision, is appropriate. In these cases, placement in the resourced provision may be offered for as long as necessary.

The places available at the resourced schools are in addition to those provided through the school's normal budget, and are funded through 'planned places'.

This higher level of funding will enable the schools to provide:

- enhanced staffing levels
- planning time for individual children
- other additional resources/equipment
- support for transition to mainstream, where appropriate

In addition, the schools will receive appropriate levels of Educational Psychologist (EP) and Support Service input to provide a holistic environment.

Input from therapy services provided by the NHS Trust will also be at a level appropriate to support this function.

## **a) Children with Additional Needs who require Observation and Assessment**

### **Definition**

Children with additional needs who would benefit from a period of observation and assessment are defined as those who show evidence of one or more of the following, which may, potentially, have a profound and long term impact on the development of their academic and social skills.

- Attainments which are well below those of age equivalent peers for both pre school and school aged children. There will often be a marked discrepancy between the child's attainment in core subjects of the National Curriculum, or Foundation Stage Curriculum, and the attainments of the majority of children of the same age, if intensive early intervention was not made available.
- An uneven developmental profile which is significantly affecting the child's achievement. This impacts on the child's ability to learn or on the setting's ability to meet the child's needs through existing mainstream systems.
- Developmental delay in one or more particular area, ie, progress is not in line with that made in other areas, such as language and social skills.
- Advice from appropriate professionals to suggest that:
  - information gained from further assessment is required to further clarify the nature of the child's difficulties and support the development of appropriate interventions for the child within their mainstream setting
  - information gained from further assessment and short-term intensive intervention and support would be expected to make a major difference to the child's long term achievements
  - short term, intensive intervention could mean that the child makes rapid progress within that time period

### **Admissions Criteria**

For a child to be given an observation and assessment place at the resourced schools, there must be evidence from a range of professionals, including medical services, EP, specialist teaching services and Early Years Teams, where appropriate, that the child fits the definition, and has:

- a level of additional need – supported by documented evidence – which is causing significant concern
- significant and persistent difficulty in acquiring and applying basic concepts
- learning and social needs which require:
  - further investigation in order to plan and organise future provision
  - access to a significantly differentiated curriculum and learning programmes during the period of assessment

If the need is purely behavioural, then the provision is not appropriate. However, due to the complexity of the child's learning needs, some may have associated behavioural needs.

## **b) Children with Specific Speech and Language Development Difficulties**

### **Definition**

Children with specific speech and language difficulties are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of their academic and social and emotional skills.

- Persistent language difficulties, causing inability to make progress through the curriculum without the use of specialist materials, aids, equipment, approaches to learning.
- Significant language difficulties affecting verbal comprehension, and/or expressive language and/or social interaction.
- Inconsistent communication ability with peers and adults, with children often relying on known gestures to inform others of basic needs.
- Frequent difficulty in understanding more complex/abstract language or language that contains three or more key elements.
- A marked discrepancy between the child's verbal and non-verbal skills/attainments.
- Severe and persistent speech production difficulties and difficulties with the speech sounds which impact on phonic building for literacy.

### **Admissions Criteria**

For a child with specific speech and language development difficulties to be placed at the resourced schools, there must be evidence from a range of professionals, including medical services, EP, specialist teaching services and Early Years Teams, where appropriate, that the child fits the definition and has:

- a multi-disciplinary diagnosis of having language needs
- significant and persistent language development difficulties

- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which are directly affected by their communication difficulties and which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

### **c) Children with Low Severity Autism**

#### **Definition**

Children with low severity autism, or Asperger's syndrome, are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of their academic and social and emotional skills.

- Significant, persistent and long term difficulties in attainment, in certain areas of core and foundation subjects, requiring extensive adaptation to the curriculum model to enable progress to be made. Particular difficulties will be seen in tasks that require flexible thinking, and strengths seen in tasks that involve known routines.
- A range of difficulties, notably in socialisation skills, often indicating little interest in peers, with occasional interaction with peers/adults when instructed to do so.
- Behavioural features which may portray high levels of anxiety; inflexibility; repetitive and/or self-stimulatory movements.

#### **Admissions Criteria**

For a child with low severity autism, or Asperger's, to be placed at the resourced schools, there must be evidence from a range of professionals, including medical services, EP, specialist teaching services and Early Years Teams, where appropriate, that the child fits the definition and has:

- a multi-disciplinary diagnosis of significant communication and interaction difficulties, or Asperger's, that follows the agreed Wigan protocol
- significant and persistent communication and interaction difficulties related to the triad of impairments with clear indicators that such difficulties will be long term
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies, in particular speech and language therapy, delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment.

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the resourced provision will be determined by an agreed procedure. This procedure will apply for children who require observation and assessment; those with specific speech and language development difficulties; and those with low severity autism or Asperger's, irrespective of whether their placement will be short or longer term. In all cases, the LA and the school will work together to make sure that the child's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

Parents/carers of children entering Reception are advised to apply for a place at their local mainstream school through the normal admissions procedure. Children should be placed on the roll of that school throughout their temporary placement at the resourced school.

Children already at a mainstream school will remain on the roll of that school throughout their temporary placement at the resourced school or, in the case of some children with autism, until such a time as the temporary placement is made permanent.

The agreed procedure for admissions is as follows:

- Following a period of multi-agency intervention in the child's current setting, the child will be identified by the LA as requiring a place at the resourced school.
- Where a parent/carer has not been previously involved in discussion about a place within a resourced school, a nominated SEN Officer or the Parent Partnership Officer will contact them to ascertain their views.
- A referral will be made to the school by the LA in the form of a letter accompanied by the appropriate information.
- The Headteacher will be asked to arrange a visit for the parent/carer and the child. If appropriate, the Headteacher, or nominated representative, will also visit the child in their current setting.
- The Headteacher, or nominated representative, will instruct the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date, and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date and any other relevant transition information.

- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admissions process for the child through appropriate liaison with the family and the child's current setting.

### **School Process following a Referral from the LA**

Once a referral from the LA has been received, and the School's Inclusion Manager has considered all the evidence, a meeting will take place between the Headteacher and the Classteacher.

This meeting will consider:

- strategies for presence, participation and achievement
- staffing structure and levels of support for the child
- any other additional resources to be allocated by the Headteacher

The Classteacher will plan for the child's admission utilising the support agreed at the meeting. Through this process, the school will be supported in identifying a suitable action plan for moving forward.

There will be a period of observation and assessment when Individual Education Plans (IEPs)/Individual Behaviour Plans (IBPs) will be drawn up. The Inclusion Manager will review progress towards these, in conjunction with the appropriate professionals, eg, Link Teacher, EP, Speech & Language Therapist, Behaviour Support Team, Sensory Service.

Plans will be reviewed every half term, with the school identifying either group or individual strategies and, where appropriate, additional support needed for the child to make progress.

During the process, the EP for the school will see the child, consult with the parent/carer, and write a report, which will include child and parent/carer views, as agreed at planning meetings. The report will help introduce detailed recommendations and next steps from a multi-professional assessment.

Once an understanding of the child's needs has been gained, usually after two terms, an Exit Strategy Meeting will be arranged between:

- resourced school staff
- mainstream school staff
- SEN Officer
- agencies involved, eg, EP, Link Teacher, Speech and Language Therapy Service
- parents/carers

The purpose of the meeting will be to:

- share information about the child
- consider the provision required in the short, medium and longer term, and discuss/plan/facilitate transition to their local mainstream school, if appropriate

Where the child has specific speech and language difficulties, or difficulties resulting from ASD, a placement at the resourced school may be offered in the longer term.

The issues to be discussed will be:

- parent/carer preference
- conditions for learning
- appropriate levels of support
- liaison between schools
- the transition process

Whenever possible, and with parent/carer agreement, a mainstream school placement will be sought. At this stage, a decision will be made as to whether the resourced school should request the LA to undertake a Statutory Assessment, if the request has not been made previously.

### **Exit Criteria**

The process to determine a child leaving the resourced provision will be based upon:

- a clear understanding of the child's additional needs and appropriate intervention, such that a further period of assessment is not required. However, where it is considered that a further assessment is necessary, there should be clarity regarding the specific purpose and strategy to be used, linked to an agreed timescale.
- the availability of detailed IEPs/IBPs to aid transition to either a mainstream or specialist placement, supported by staff from the resourced provision.
- the prompt transfer, to the receiving school, of the child's file containing all relevant information.

Once placed in appropriate provision, the child will be subject to regular monitoring. If the child is placed in mainstream provision, without a Statement, then the school's SENCO will monitor the progress of the child through the school's existing internal arrangements.

If the child has a Statement, whether educated in a mainstream or specialist setting, the Annual Review will be the vehicle by which any significant changes or amendments to provision will be discussed.

## **Admissions Policy for Children with Physical/Medical Needs placed in the Resourced Provision at Hindley Junior and Infant School**

### **Aim**

The aim of this admissions policy is to clarify the process by which children aged 4-11 years with physical/medical needs are placed in the resourced provision at Hindley J & I School.

### **Context**

The places available for children with physical/medical needs at Hindley J & I School are in addition to those provided through the school's normal budget, and are funded through 'planned places'.

This higher level of funding will enable the school to provide:

- enhanced staffing levels
- planning time for individual children
- other additional resources/equipment.

### **Definition of Children with Physical/Medical Needs**

Children with physical/medical needs are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- An inability to make progress through the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school, and high levels of adult support.
- A marked discrepancy between the child's attainment in core subjects of the National Curriculum and the attainments of the majority of children of the same age.
- A marked discrepancy between the child's attainment in core subjects of the National Curriculum and the expectations of the child as assessed by his/her teachers and external specialists following close observation.
- Significant emotional and/or behavioural difficulties - for which there is clear substantiated evidence, based on specific examples, that these difficulties are as a result of the child's physical/medical needs.

### **Admissions Criteria**

For a child with physical/medical needs to be placed in the resourced provision at Hindley J & I School, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of having physical/medical needs
- significant and persistent physical/medical needs
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which require:
  - access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

### **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the resourced provision for children with physical/medical needs at Hindley J & I School will be determined by an agreed procedure. The LA and the school will work together to make sure that the child's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to the child's parents/carers and the professionals involved.
- Where the preference of the parent/carer/child is known to be for resourced mainstream provision, and the child's needs reflect those described in the Admissions Criteria, parents/ carers will be notified that a referral has been made for a resourced place at Hindley J & I School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child and his/her parents/carers. This will allow the parents/carers to see the facilities and resources available at the school, and discuss how their child's special educational needs will be met.

- If appropriate, the Headteacher, or nominated representative, will visit the child in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child through appropriate liaison with the family and the child's current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances.

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's needs are being assessed, re-assessed or reviewed, the period of time spent in the school would form part of this process and the Headteacher would be requested to provide written advice on the child's progress at the appropriate time.

## **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child leaves school, it is likely that children with the most complex physical/medical needs will continue to require the LA to determine the special educational provision required to enable them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the child's Statement will be considered at this time, including the suitability of a non-resourced mainstream placement.

The process to determine a child leaving the school's resourced provision will be based upon:

- the Annual Review of progress
- a clear understanding of the child's SEN and appropriate interventions

- detailed Individual Education Plans(IEPs)/records being available to aid transition and the prompt transfer of the child's file, and all relevant information to the receiving school
- parent/carer views
- child's views.

If a non-resourced mainstream placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child. A SEN Officer will be invited to attend the review meeting and the options for the child considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child in the mainstream setting

## **Admissions Policy for Young People with Physical/Medical Needs placed in the Resourced Provision at Hindley Community High School**

### **Aim**

The aim of this admissions policy is to clarify the process by which young people aged 11-16 years with physical/medical needs are placed in the resourced provision at Hindley Community High School.

### **Context**

The places available for young people with physical medical needs at Hindley Community High School are in addition to those provided through the school's normal budget, and are funded through 'planned places'.

This higher level of funding will enable the school to provide:

- enhanced staffing levels
- planning time for individual young people
- other additional resources/equipment

### **Definition of Young People with Physical/Medical Needs**

Young people with physical/medical needs are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- An inability to make progress through the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school and high levels of adult support.
- A marked discrepancy between the young person's attainment in core subjects of the National Curriculum and the attainments of the majority of young people of the same age.
- A marked discrepancy between the young person's attainment in core subjects of the National Curriculum and the expectations of the young person as assessed by his/her teachers and external specialists following close observation.
- Significant emotional and/or behavioural difficulties – for which there is clear substantiated evidence, based on specific examples, that these difficulties are as a result of the young person's physical/medical needs.

### **Admissions Criteria**

For a young person with physical/medical needs to be placed in the resourced provision at Hindley Community High School, there must be evidence from a range of professionals, including medical services, educational psychologist, and specialist teaching services, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of having physical/medical needs
- significant and persistent physical/medical needs
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which require:
  - access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

### **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the resourced provision for young people with physical/medical needs at Hindley Community High School will be determined by an agreed procedure. The LA and the school will work together to make sure that the young person's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual young person will be incompatible with the efficient education of other young people at the school and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
- Where parent/carer/young person's preference is known to be for resourced mainstream provision, and the young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made for a resourced place at Hindley Community High School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the young person and his/her parents/carers. This will allow the parents/carers to see the facilities and resources available at the school, and discuss how the young person's special educational needs will be met.

- If appropriate, the Headteacher, or nominated representative, will visit the young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the young person through appropriate liaison with the family and the young person's current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a young person is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances.

In these situations, the LA may ask for a full time, part time or temporary place. Where a young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the school would form part of this process and the Headteacher would be requested to provide written advice on the young person's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the young person leaves school, it is likely that young people with the most complex physical/medical needs will continue to require the LA to determine the special educational provision required to enable them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the young person's Statement will be considered at this time, including the suitability of a non-resourced mainstream placement.

The process to determine a young person leaving the school's resourced provision will be based upon:

- the Annual Review of progress
- a clear understanding of the young person's SEN and appropriate interventions

- detailed Individual Education Plans (IEPs)/records being available to aid transition and the prompt transfer of the young person's file, and all relevant information to the receiving school
- parent/carer views
- young person's views

If a non-resourced mainstream placement is being considered, the Headteacher will arrange for an educational psychologist to provide up-to-date advice on the young person. A SEN Officer will be invited to attend the review meeting and the young person's will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the young person in the mainstream setting

## **Admissions Policy for Young People with Low Severity Autism placed in the Resourced Provision at Hawkley Hall High School**

### **Aim**

The aim of this admissions policy is to clarify the process by which young people aged 11-16 years with low severity autism, or Asperger's syndrome, are placed in the resourced provision at Hawkley Hall High School, from September 2009, subject for statutory consultation.

### **Context**

The resourced provision at the school will be in addition to that provided through the school's normal budget, and funded through 'planned places'.

This higher level of funding will enable the school to provide:

- enhanced staffing levels
- planning time for individual young people
- other additional resources/equipment.

### **Definition of Young People with Low Severity Autism**

Young people with low severity autism, or Asperger's, are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of their academic and social and emotional skills.

- Significant, persistent and long term difficulties in attainment, in certain areas of core and foundation subjects, requiring extensive adaptation to the curriculum model to enable progress to be made. Particular difficulties will be seen in tasks that require flexible thinking, and strengths seen in tasks that involve known routines.
- A range of difficulties, notably in socialisation skills, often indicating little interest in peers, with occasional interaction with peers/adults when instructed to do so.
- Behavioural features which may portray high levels of anxiety; inflexibility; repetitive and/or self-stimulatory movements.

### **Admissions Criteria**

For a young person with low severity autism, or Asperger's, to be placed at the resourced school, there must be evidence from a range of professionals, including medical services, educational psychologist, and specialist teaching services, that he/she fits the definition and has:

- a multi-disciplinary diagnosis of significant communication and interaction difficulties, or Asperger's, that follows the agreed Wigan protocol
- significant and persistent communication and interaction difficulties related to the triad of impairments with clear indicators that such difficulties will be long term

- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies, in particular speech and language therapy, delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment.

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the resourced provision for young people with low severity autism, or Asperger's, at Hawkley Hall High School will be determined by an agreed procedure. The LA and the school will work together to make sure that the young person's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual young person will be incompatible with the efficient education of other young people at the school and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
- Where parent/carer/young person's preference is known to be for resourced mainstream provision, and the young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made for a resourced place at Hawkley Hall High School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the young person and his/her parents/carers. This will allow the parents/carers to see the facilities and resources available at the school, and discuss how the young person's special educational needs will be met.

- If appropriate, the Headteacher, or nominated representative, will visit the young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the young person through appropriate liaison with the family and the young person's current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a young person is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances.

In these situations, the LA may ask for a full time, part time or temporary place. Where a young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the school would form part of this process and the Headteacher would be requested to provide written advice on the young person's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the young person leaves school, it is likely that young people with a diagnosis of low severity autism, or Asperger's, will continue to require the LA to determine the special educational provision required to enable them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the young person's Statement will be considered at this time, including the suitability of a non-resourced mainstream placement.

The process to determine a young person leaving the school's resourced provision will be based upon:

- the Annual Review of progress
- a clear understanding of the young person's SEN and appropriate interventions

- detailed Individual Education Plans (IEPs)/records being available to aid transition and the prompt transfer of the young person's file, and all relevant information to the receiving school
- parent/carer views
- young person's views.

If an alternative placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the young person. A SEN Officer will be invited to attend the review meeting and the young person's options will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the young person in the mainstream setting.

## **Admissions Policy for Children and Young People with Profound and Multiple Learning Difficulties placed at Hope School**

### **Aim**

The aim of this admissions policy is to clarify the process by which children/young people aged 2-19 years with profound and multiple learning difficulties (PMLD) are placed at Hope School.

### **Context**

Hope School caters for children/young people with learning difficulties on the continuum from severe and complex to profound and multiple. These admission criteria refer to those with PMLD. This is a borough-wide resource.

### **Definition of Children/Young People with Profound and Multiple Learning Difficulties**

Children/young people with PMLD are defined as those who have difficulty carrying out even very basic tasks, such as feeding, toileting and self help skills without adult assistance. They require a significantly modified and predominantly sensory curriculum, in addition to significant medical input, within the educational setting.

Most children/young people with PMLD have a significant cognitive learning difficulty, usually with motor and sensory impairments, as well as complex health/medical care needs. Almost all will have communication difficulties and will be working at a very early developmental stage.

Children/young people with PMLD are likely to have:

- severe developmental delay
- impaired ability to communicate and interact with the environment
- regressive conditions in some instances

These may be due to multiple impairments, eg, combinations of physical, sensory and medical needs. They may also have ASD, of varying degrees, and behavioural needs, ranging from challenging to passivity, resulting in lack of motivation or uncertainty and low self esteem.

### **Admissions Criteria**

For a child/young person with PMLD to be placed at Hope School, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of PMLD
- significant and persistent PMLD
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching

- learning and social needs which:
  - require a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies delivered by external specialist staff
  - require oversight by medical staff
  - cannot be effectively met within a non-specialist environment

### **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to Hope School for children/young people with PMLD will be determined by an agreed procedure. The LA and the school will work together to make sure that the child's/young person's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child/young person will be incompatible with the efficient education of others at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child/young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
- Where parent/carer/pupil preference is known to be for specialist provision, and the young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made to Hope School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child/young person and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the school, and discuss the how the child's/young person's special educational needs will be met.

- If appropriate, the Headteacher, or nominated representative, will visit the child/young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child/young person through appropriate liaison with the family and the child's/young person's current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child/young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child/young person is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's/young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the special school would form part of this process and the Headteacher would be requested to provide written advice on the child's/young person's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child/young person leaves school, it is likely that children/young people with the most complex needs will continue to require the LA to determine the special educational provision required for them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the Statement will be considered at this time, including the suitability of a mainstream placement.

The process to determine a child/young person leaving Hope School will be based upon:

- the Annual Review of progress
- a clear understanding of the child's/young person's SEN and appropriate interventions

- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's/young person's file and all relevant information to the receiving school
- parent/carer views
- child's/young person's views

If a change of placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child/young person. A SEN Officer will be invited to attend the review meeting and the child's/young person's options will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child/young person in the new setting

### **Mainstream Experience**

Mainstream experience may be arranged for pupils with PMLD who are on roll at Hope School. This will be determined by the Headteacher, in consultation with parents/carers, the mainstream school and the LA, and will be provided as part of the special school's provision.

## **Admissions Policy for Children and Young People with Complex Learning Difficulties placed at Hope, Montrose, New Greenhall and Oakfield Schools**

### **Aim**

The aim of this admissions policy is to clarify the process by which children/young people with complex learning difficulties are placed in special schools in Wigan.

These schools cater for children/young people whose needs are more severe than the general population of children/young people with moderate learning difficulties, through to those with severe learning difficulties.

### **Context**

Children/young people meeting the admissions criteria will be allocated to the area special school which is closest to their home and age appropriate\*. Provision of home to school transport will be considered with regard to the LA Transport Policy.

### **Definition of Children/Young People with Complex Learning Difficulties**

Children/young people with complex learning difficulties are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills:

- Significant, persistent and long term difficulties in attainment in core and foundation subjects, requiring extensive adaptation of the curriculum model for progress to be made.
- Difficulty in acquiring key skills and moving through developmental milestones, in language acquisition and progress, literacy acquisition and progress and numeracy acquisition and progress, all of which require detailed individual Education Plans to be in place.
- A range of associated difficulties often in speech and language development, on task behaviour, and social and emotional development in relation to their peers.
- Persistent difficulty in understanding, acquiring and applying basic concepts, particularly if work is presented in a different way, or changed teaching context.
- Inability to retain key skills, which often have to be over learnt in a variety of situations in an attempt to consolidate learning.

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\* Hope 2-19 years (West)  
New Green Hall 2-14 years (East)

Montrose 4-14 years (West)  
Oakfield 11-19 years (Central)

## **Admissions Criteria**

For a child/young person to be placed in a school for children/young people with complex learning difficulties, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of having complex learning difficulties
- significant and persistent complex learning difficulties
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the complex needs schools will be determined by an agreed procedure. The LA and the individual school will work together to make sure that the child's/young person's needs are met, parent/carer views addressed and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child/young person will be incompatible with the efficient education of others at the school, and, whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child/young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
- Where parent/carer/pupil preference is known to be for specialist provision, and the child's/young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made to the special school.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.

- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child/young person and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the school and discuss the how the child's/young person's special educational needs will be met.
- If appropriate, the Headteacher, or nominated representative, will visit the child/young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child/young person through appropriate liaison with the family and the current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child/young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child/young person is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's/young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the special school would form part of this process and the Headteacher would be requested to provide written advice on the child's/young person's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child/young person leaves school, it is likely that children/young people with the most complex needs will continue to require the LA to determine the special educational provision required for them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the Statement will be considered at this time, including the suitability of a mainstream placement.

The process to determine a child/young person leaving the special school will be based upon:

- the Annual Review of progress
- a clear understanding of the child's/young person's SEN and appropriate interventions
- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's/young person's file and all relevant information to the receiving school
- parent/carer views
- child's/young person's views

If a change of placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child/young person. A SEN Officer will be invited to attend the review meeting and the options for the child/young person will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child/young person in the new setting

### **Mainstream Experience**

Mainstream experience may be arranged for children/young people attending a complex needs school. This will be determined by the Headteacher, in consultation with parents/carers, the mainstream school and the LA, and will be provided as part of the special school's provision.

## **Admissions Policy for Children and Young People with Severe Communication and Interaction Difficulties placed at Landgate School**

### **Aim**

The aim of this admissions policy is to clarify the process by which children/young people aged 4-19 years with severe communication and interaction difficulties are placed at Landgate School.

### **Context**

Landgate School caters for children/young people with severe communication and interaction difficulties/Autistic Spectrum Disorder, whose needs cannot effectively be met in other specialist provision. The school is a borough-wide resource.

### **Definition of Children/Young People with Severe Communication and Interaction Difficulties**

Children/young people with severe communication and interaction difficulties are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- Significant, persistent and long term difficulties in attainment, in core and foundation subjects, requiring extensive adaptation to the curriculum model to enable progress to be made.
- Severe communication and interaction difficulties, which significantly interfere with learning even when additional individual support is provided.
- Very limited or no functional communication skills, manifesting itself in significant difficulties in acquiring key skills in language, literacy and numeracy acquisition all of which require detailed Individual Education Plans to be in place.
- A range of associated difficulties, notably in socialisation skills, often indicating little interest in peers, with occasional interaction with peers/adults when instructed to do so.
- Self-injurious behaviour and/or aggression to others, repetitive and/or self-stimulatory movements, and behavioural features which may portray high levels of anxiety and disrupt the learning of others.
- Very limited self-help/independent living skills.

### **Admissions Criteria**

For a child/young person to be placed at Landgate School, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of severe communication and interaction difficulties
- significant and persistent severe communication and interaction difficulties related to the triad of impairments with clear indicators that such difficulties will constitute a lifelong condition
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of established and recognised therapies and, in particular, speech and language therapy, which will require delivery by external specialist staff
  - cannot be effectively met within a non-specialist environment

### **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to Landgate School will be determined by an agreed procedure. The LA and the school will work together to ensure that the child's/young person's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child/young person will be incompatible with the efficient education of others at the school, and, whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A statutory assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child/young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
- Where parent/carer/pupil preference is known to be for specialist provision, and the child's/young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made to Landgate School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.

- The Headteacher will then arrange a visit for the child/young person and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the school, and discuss the how the child's/young person's special educational needs will be met.
- If appropriate, the Headteacher, or nominated representative, will visit the child/young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child/young person through appropriate liaison with the family and the current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child/young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child/young person is being assessed to determine if a Statement is needed, or
- where there has been a change in circumstances.

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's/young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the school would form part of this process and the Headteacher would be requested to provide written advice on the child's/young person's progress at the appropriate time

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child/young person leaves school, it is likely that those with the most severe communication and interaction difficulties will continue to require the LA to determine the special educational provision required to enable them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the child's/young person's Statement should be considered at this time, including the suitability of a mainstream placement.

The process to determine a child/young person leaving the school will be based upon:

- the Annual review of progress
- a clear understanding of the child's/young person's SEN and appropriate interventions
- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's/young person's file and all relevant information to the receiving school
- parent/carer views
- child's/young person's views

If a change of placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child/young person. A SEN Officer will be invited to attend the review meeting and the child's/young person's options will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child/young person in the new setting

### **Mainstream Experience**

Mainstream experience may be arranged for children/young people attending Landgate School. This will be determined by the Headteacher, in consultation with parents/carers, the mainstream school, and the LA, and be provided as part of the special school's provision.

## **Admissions Policy for Children and Young People with Emotional, Behavioural and Social Difficulties placed at Willow Grove School and Newbridge Learning Community**

### **Aim**

The aim of this admissions policy is to clarify the process by which children/young people with emotional, behavioural and social difficulties are placed in age appropriate special schools.

### **Context**

Willow Grove School is a borough-wide resource which caters for children with emotional, behavioural and social difficulties, aged 4-11 years.

Newbridge Learning Community, which will open in September 2008, will be a borough-wide resource catering for young people with emotional, behavioural and social difficulties, aged 11-16 years.

### **Definition of Children/Young People with Emotional, Behavioural and Social Difficulties**

Children/young people with emotional, behavioural and social difficulties are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills:

- Significant, persistent and long term difficulties in establishing positive relationships with peers and adults.
- Difficulties in acquiring key skills and moving through developmental milestones, in language, literacy and numeracy acquisition, which often manifest themselves in displaying serious or persistent physical or verbal threats to other staff or children.
- A range of associated difficulties often evidenced by persistently withdrawn or irrational behaviour and/or extreme tantrum episodes.
- Persistent difficulty in joining in group/class based learning or social activities and/or severe social and emotional immaturity.
- Long standing fear of attending school, acute distress and/or high levels of anxiety.
- Limited concentration skills in the majority of day-to-day activities, often accompanied by evidence of self-harm and disregard for their own safety or the safety of others.

## **Admissions Criteria**

For a child/young person to be placed in a school for children/young people with emotional, behavioural and social difficulties, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of emotional, behavioural and social difficulties
- significant and persistent emotional, behavioural and social difficulties
- learning needs which require daily access to core subject programmes, facilitated and supported by small group teaching
  
- learning and social needs which:
  - require access to a significantly differentiated curriculum and learning programmes delivered by experienced teaching and support staff
  - require regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to schools for children with emotional, behavioural and social difficulties will be determined by an agreed procedure. The LA and the individual school will work together to make sure that the child's/young person's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child/young person will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child/young person already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to parents/carers and professionals involved.
  
- Where parent/carer/pupil preference is known to be for specialist provision, and the child's/young person's needs reflect those described in the Admissions Criteria, parents/carers will be notified that a referral has been made to the special school.
  
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.

- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child/young person and his/her parents/carers. This will allow for parents/carers to see the facilities and resources available at the school, and discuss the how the child's/young person's special educational needs will be met.
- If appropriate, the Headteacher, or nominated representative, will visit the child/young person in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.
- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child/young person through appropriate liaison with the family and the current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child/young person who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child/young person is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's/young person's needs are being assessed, re-assessed or reviewed, the period of time spent in the special school would form part of this process and the Headteacher would be requested to provide written advice on the child's/young person's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child/young person leaves school, it is likely that those with the most complex needs will continue to require the LA to determine the special educational provision required for them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the Statement will be considered at this time, including the suitability of a mainstream placement.

The process to determine a child/young person leaving the special school will be based upon:

- the Annual Review of progress
- a clear understanding of the child's/young person's SEN and appropriate interventions
- detailed Individual Education Plans (IEPs)/records being available to aid transition, and the prompt transfer of the child's/young person's file and all relevant information to the receiving school
- parent/carer views
- child's/young person's views

If a change of placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child/young person. A SEN Officer will be invited to attend the review meeting and the child's/young person's options will be considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child/young person in the new setting

### **Mainstream Experience**

Mainstream experience may be arranged for children/young people attending a school for emotional, behavioural and social difficulties. This will be determined by the Headteacher, in consultation with parents/carers, the mainstream school and the LA, and will be provided as part of the special school's provision.