

Admissions Policy at Hadrian School

1. Introduction

‘Ensuring that every child enjoys the right to education is of fundamental importance. Receiving the right education is the key to unlocking a child’s enjoyment of many other rights, and helping to ensure that children reach their full potential, ensure their well – being, and participate actively in society’.
[Children’s Legal Centre [2008] The right to education in England]

Hadrian School welcomes all new children and their families. We strive to ensure that:

- Parents, Carers and children are happy and feel involved with the choice of placement and the planning and implementation of the induction process;
- The children’s introduction to school is positive;
- The school feels confident in its capacity to meet the child’s individual needs.

Hadrian School is a Foundation Trust Primary School in partnership with the Newcastle Specialist School Trust which educates children aged between 2 and 11 years all of whom have a range of additional needs, including complex, severe learning difficulties and profound and multiple learning difficulties. The school is located in the west of the city and the catchment area covers the whole of Newcastle upon Tyne Local Authority.

The school has a wealth of information available for prospective parents/carers including an Information Booklet, Hadrian Herald and a fully comprehensive website at www.hadrian.newcastle.sch.uk.

2. Procedures

All pupils offered a placement at Hadrian School will have an Education Health Care Plan. In exceptional cases, when Statutory Assessment has already been agreed, for example if a child with obvious additional needs has moved into the area and it is considered by professionals to require specialist provision to have their needs assessed, the child will be offered a placement so that this process can begin or completed. All admissions to the school come through the Local Authority; please see Newcastle LA Admissions information which can be found on the Local Offer web page: www.newcastle.gov.uk/localoffer.

3. Legislation

Admission to Hadrian School complies with the School Standards and Framework Act 1998; the disability requirements under the Equality Act 2010; the Special Educational Needs [SEN] requirements under the Children and Families Act 2014; The School Admissions Code 2014 (DfE) and the SEN Disability Code of Practice 0-25 Years 2015 (DfE).

The admission of a pupil with an EHCP is agreed by the LA under procedures set out in the Children and Families Act 2014. Following receipt of a draft Plan parents may request a particular school to be named on the EHCP. The LA must then consult with the school and must name that provision unless:

- *'The school is unsuitable to the child or young person's age, ability, aptitude or special educational needs;'* or
- The child's attendance at the school would be:
 - *Incompatible with the efficient education of others;* or
 - *Incompatible with the efficient use of resources.*

If a Parent or Carer has requested Hadrian School to be named on their child's draft Plan and the LA has not agreed to this an appeal can be made to the First-Tier Tribunal (Special Educational Needs and Disability).

Further information can be found by contacting the Newcastle Special Educational Needs and Disabilities Information and Advice Service [SENDIAS] telephone: 0191 2840480; sendiasadmin@newcastle.gov.uk

4. Criteria for Admissions

The school, in consultation with the LA, Parents/Carers and any relevant Professionals will agree to offer a placement after due consideration of our legal responsibilities, the agreed planned place numbers set by the LA and whether the Provision set out in their EHCP or any professional advice submitted outlines that the child requires access to the following teaching and learning strategies, curriculum intervention and physical and human resources to meet their special educational needs:

- A modified highly structured, differentiated and creative curriculum based upon individualised clearly defined learning programmes delivered on a 1:1 basis or in very small groups by a specialist, knowledgeable teacher who is able to offer a flexible approach and quality first teaching matched to each pupil's specific needs
- A small class of about 8 -12 pupils with 1 Teacher plus an appropriate number of classroom support staff who are skilled, trained and competent commensurate to need
- A consistent structured environment with direct teaching of core skills, with an emphasis on exercising choice, developing personal independence, interpreting the environment and functional communication as well as literacy, numeracy and life skills work, with opportunity to rehearse and refine these skills in real life experiences in the community

- A Total Communication environment and approach which necessitates consistent staff intensive augmentative communication such as signing, symbols, VOCAs, Eye Gaze technology, PECs, on body signing
- Significant modification of curriculum resources and materials
- Availability of a therapeutic sensory curriculum delivered throughout the day and adapted to meet individual need
- Clear boundaries and explicit teaching of social rules, with access to skilled individual intervention for those children who present with behaviours which challenge others
- Access to positive behaviour support systems such as THRIVE which support the development of emotional literacy and self-regulation skills
- Specialist resources (e.g. adapted teaching equipment, IT and facilities, individual seating and furniture, Sensory Studio, Hydrotherapy Pool, Rebound Therapy, Music Therapy, Sensory Integration, Sensory Integration, an accessible, inclusive Outdoor Learning environment, Wildlife Garden, Secret Garden, Jabadao, TAC PAC, and specialist play resources such as soft play and sensory stories)
- Specialist equipment such as hoists, standing frames adapted wheelchairs, power chairs, acheeva beds and specialist seating, with associated staffing levels to facilitate their use in a timely and safe manner
- Staff who are available at all times and who are trained, skilled and competent to carry out Individual Health Care Plans and react appropriately to medical emergencies. This may include enteral feeding, airways management, epilepsy management and administration of emergency medication
- Additional support from other professionals e.g. Children's Community Nursing Team, Physiotherapist, Speech and Language Therapist, Occupational Therapist, Music Therapist, Counsellors, Children's Social Care, CYPS and Specialist Advisory Teachers such as HI and VI
- Bespoke and timely support and advice for Parents and Carers, including access to Confident Parenting, Parent to Parent support, and targeted training such as Makaton Signing and emergency First Aid
- Regular review and monitoring of individual pupil's progress and achievement and planning for next steps.

5. Admission and Induction Procedures

Parents, Carers and their families are very welcome to make a visit to the school, preferably before the completion of a statutory assessment or EHCP Annual Review. When a draft EHCP is received from the LA for consideration of a pupil for admission the Head Teacher, SENCO and relevant staff will agree whether the criteria for admission has been met and will respond to the LA accordingly. If it is felt that the school are unable to meet the child's needs they will inform the LA in writing with their reasons. If a placement is agreed by both the school and the LA an Induction Programme, appropriate to the individual child will be arranged.

This may include:

- Visits by key staff between schools, with transfer of information, including assessment data arranged
- Visits to school by the prospective pupil and his / her Parents or Carers
- Taster sessions in school for the child to meet his / her new classmates and key staff and to familiarise themselves with the building and resources.
- A home visit by school staff, particularly for those children not yet in a full time educational placement
- A start date agreed and, where eligible, school transport arranged. Any phased entry, particularly for nursery and reception aged children will be agreed
- Information Pack to be shared and completed by the child's Parents or Carers, including medical needs, permission slips, uniform orders, free school meals etc.
- 'All About Me' book started by both home and school
- Liaison with and, where necessary, a meeting with other professionals to hand over relevant information
- Key staff identified and any training, such as gastrostomy feeding, airways management, administration of emergency medication identified and arranged with the relevant professionals
- Any specific equipment identified and, where possible, sourced and ordered
- If appropriate, a school 'buddy' identified to meet and greet the child and help to settle into school on arrival.

6. Additional Points

The school is funded for a set number of planned places, currently 170.

If the composition of admissions looks likely to exceed the number of planned places, or if:

- Class sizes/Year Groups become too large and unmanageable;
- Health and Safety procedures look likely to be breached;
- The financial resources to provide specialised equipment or additional support become totally inadequate;
- The staffing levels become inadequate.

Then the Governing Body, in consultation with the Head Teacher and LA, will decide which pupils are admitted and will stipulate additional levels of support and training necessary before agreeing a placement. The Governing Body will make its views known immediately to the LA who ultimately have the responsibility to provide an appropriate education for all of our children.



Confirmation that the Admissions Policy in respect of Hadrian School has been discussed by the Governing Body:

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____

Minute Reference: _____