

**Severndale**  
Specialist Academy



# **ADMISSIONS POLICY**

Policy Proposed: Autumn Term 2018  
Policy Review: Summer Term 2020

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## 1. Policy Overview

- 1.1. Severndale Specialist Academy welcomes all new children and their families. We wish to ensure that:-
  - 1.1.1. Parents/carers are happy with the choice of placement and induction process
  - 1.1.2. The children's introduction to school is positive
  - 1.1.3. The Academy feels confident in its capacity to meet the child's needs.
- 1.2. Pupils will be admitted:
  - 1.2.1. If they have Education & Healthcare Plan or a Statement of Educational Needs.
  - 1.2.2. The school is able to meet the child's needs academically, socially and medically.
  - 1.2.3. If their special educational need(s) falls within the following spectrums:-
    - 1.2.3.1. Cognitive difficulties that may be moderate, severe or profound
    - 1.2.3.2. Social communication and interaction difficulties that impact on their ability to access a curriculum
    - 1.2.3.3. Complex difficulties/complex medical needs providing that the safety of the child can be ensured
- 1.3. The school does not cater for children whose intelligence lies within the average range and whose primary need is their social, emotional and behavioural difficulties. (SEMH).
  - 1.3.1. With due regard to our legal responsibilities, the SEN Code of Practice, GDPR
  - 1.3.2. After consideration of the referral papers by the SMT Admissions Team, where appropriate, teaching staff and governors and if there are places available within the agreed place number or physical capacity.
- 1.4. The admission process will:
  - 1.4.1. Be clearly outlined to prospective parents / carers which may include making opportunities for parents / carers to visit to help them make an informed decision
  - 1.4.2. Be handled as sensitively as possible taking into account both the needs of the pupil and their family.
  - 1.4.3. Begin to establish the partnership with parents / carers and clarify expectations.
  - 1.4.4. Facilitate the exchange of information and ideas between home and school through home visits and induction meetings.
  - 1.4.5. Include close liaison with feeder schools, nurseries and playgroups where appropriate.

- 1.4.6. Include liaison with the external agencies involved with the pupil as appropriate (e.g. SALT, EP, Social Care, OT) and Outreach where involved.
- 1.4.7. Include a Child-Centered Multi agency Induction meeting to ensure that information from all parties involved in the care and support of the pupil is shared and updated prior to the date of admission.
- 1.4.8. Enable parents / carers to become confident partners in their child's education.
- 1.4.9. Be sensitive to the needs of other pupils in the class and the resources available

## **2. Severndale Academy Admissions**

- 2.1. All admissions must satisfy the Severndale Admission criteria (see appendix A) as follows:
  - 2.1.1. that the child being admitted has a significant degree of learning difficulty, and:
  - 2.1.2. that the learning difficulty presents the main barrier to learning and that there is significant multi- professional evidence to that effect and
  - 2.1.3. that Severndale can meet the requirements as set out in the EHCP/Statement

### **2.2. Evidence to support the need for a special school place**

- 2.2.1. Reports from a range of agencies to indicate that a special school placement is appropriate will be required. This should include an educational psychologist's opinion where possible.
- 2.2.2. The views of the parent and the child will also be considered.
- 2.2.3. Children will be placed at Severndale Specialist Academy in accordance with parental wishes provided that the school is suitable to the child's age, ability and special educational needs and placement of the child is compatible with the efficient education of the other pupils and is considered to be an efficient use of public resources.

### **2.3. Referral routes Pupils may be considered for placements:**

- 2.3.1. Following a Statutory Education, Health and Care Needs Assessment which identifies Severndale Specialist Academy as an appropriate provision within an Education Health and Care Plan
- 2.3.2. Following an in depth multidisciplinary assessment at the Shropshire Child Development Centre
- 2.3.3. Following an Annual Review which identifies Severndale Specialist Academy as an appropriate provision within an Education Health and Care Plan
- 2.3.4. On arrival into the LA having previously attended a specialist provision or special school
- 2.3.5. Following a parental request with supporting professional advice

- 2.3.6. In exceptional circumstances e.g. sudden trauma, permanent exclusion
- 2.3.7. Following a request from another LA
- 2.3.8. All referrals must meet the criteria set out in Appendix A.

### 3. **Academy Admissions Procedures** - See Appendix B

#### 3.1. ***Phase 1-Referral***

- 3.1.1. The Local Authority (LA) shares pupil information with Severndale.
- 3.1.2. If additional information is required, a Severndale representative will contact the previous educational setting and/or conduct a home/school visit to inform the decision.
- 3.1.3. Severndale Specialist Academy will notify the LA in writing if they do not agree to be named in the statement/EHCP within 15 days of the receipt of the proposed EHCP/Statement.

#### 3.2. ***Phase 2- Specialist Placement Panel***

- 3.2.1. The Assistant Principal attends a fortnightly Specialist Placement Panel meeting.
- 3.2.2. Referred pupils are discussed and the most appropriate placement is agreed for each young person.

#### 3.3. ***Phase 3- Agreed placements***

- 3.3.1. The Academy will inform parents that a place has been agreed and indicate the next start date
- 3.3.2. An Induction pack will be sent home.
- 3.3.3. The pupil's name will go on the transition list for a start date the following term.
- 3.3.4. A Multi-professional Child Centred induction meeting (CCI) is held with all professionals involved to give a holistic view in preparation for the start date.
- 3.3.5. At the meeting information is transferred between home/ school and any other professionals, the EHCP is also updated where necessary.
- 3.3.6. A Home or school visit will be scheduled if this has not already occurred
- 3.3.7. Transition dates will be arranged for the half term prior to admission
- 3.3.8. Parents/ carers will complete the Data Registration form and apply to Specialist Travel team through the Local Authority if transport is required.

- 3.4. No pupil will be admitted to the Academy without Data registration forms or safeguarding information.

#### 3.5. ***Phase 3-Declined Placements***

- 3.5.1. The academy will not agree to admission where:

- 3.5.2. *Admitting the child would be incompatible with the provision of efficient education for other children.*
- 3.5.3. This will apply in individual circumstances, following an assessment by the Academy of the potential impact of admission and it will apply where our agreed and preferred maximum number of pupils in any one class is exceeded.
- 3.5.4. This may mean that children of certain age groups cannot be admitted, even when there are vacancies in other parts of the academy.

#### **4. Pupil /student Numbers**

- 4.1. The Academy Trust is its own Admissions authority.
- 4.2. The Local Authority commissions an agreed number of places on an annual basis. Occasionally the Academy may be required to take additional pupils.
- 4.3. The Academy also reserves the right to admit pupils from other Local Authorities, providing the same admission criteria is met.
- 4.4. Only in exceptional circumstances will we admit pupils and students over and above these numbers, as follows:
  - 4.4.1. Where an assessment is made that the nature of the child's condition and the circumstances in which the family find themselves, are so overwhelming that admission must take place (e.g. Safeguarding, victims of severe trauma etc.).
  - 4.4.2. Where the academy is directed by a Tribunal or by the Secretary of State.
- 4.5. All Admissions over the number of agreed commissioned places will be subject to an agreement with the Local Authority regarding additional funding. This will need to be agreed in writing prior to the pupil's admission to the Academy.
- 4.6. Where a place is agreed over the set number of commissioned places, the pupil will be placed on a waiting list until a place becomes available within the required key stage or diversity group.

#### **5. Appeals**

- 5.1. Once Severndale Specialist Academy is named in a child's ECHP/statement, the academy is under a statutory duty to admit the child, unless admitting the child would be incompatible with the efficient education of other children and where no reasonable steps may be made to secure compatibility.
- 5.2. If a young person's needs present significantly different to those described prior to admission, the Academy will highlight the issue with the Local Authority SEN team.
- 5.3. Where an appeal is not upheld, Academy Trustees will seek external guidance through the Department For Education (DFE)

## Severndale Admissions Criteria

|   | SEN Description   | Attainment  |
|---|---|---|
| <b>All pupils must have a statement of Educational Need or an EHCP.</b> |   |   |
| Nursery   | The Nursery meets the needs of pupils with all categories of need.  | Delayed cognitive development, considerable difficulty in acquiring literacy and numeracy skills and understanding concepts, minimum of 12 months delay in 2 or more areas. |
| Severndale  | Caters for pupils from Year Reception to Year 14  |   |
|   | Profound and Multiple Learning Difficulties (PMLD)<br>Pupils with profound and multiple learning difficulties have complex learning needs.<br>In addition to very severe learning difficulties, pupils have other significant difficulties such as;<br>-physical disabilities<br>-sensory impairment<br>-severe medical condition   | Attainment will remain in the early P-Scale range throughout their school careers.<br>P Levels 1-4  |
|   | Complex Learning Difficulties and Disabilities (CLDD)<br>Pupils with complex learning difficulties and disabilities have conditions that co-exist. These conditions overlap and so pupils display a complex profile including a mixture of;<br><ul style="list-style-type: none"> <li>- Medical conditions</li> <li>- ASD</li> <li>- Significant cognitive impairments</li> <li>- Speech and language difficulties</li> <li>- Physical disabilities or mobility issues</li> <li>- Communication and interaction difficulties</li> <li>- Emotional difficulties</li> <li>- Gross or fine motor skills</li> <li>- Challenging behaviours</li> </ul> | Attainment may be at any educational level, but will usually be in the early P scale range.<br>P Levels 2-5<br>However attainments may be inconsistent.                     |
|   | Severe Learning Difficulties (SLD)<br>Pupils with severe learning difficulties will have significant intellectual or cognitive impairments.<br>They may also have;<br>-mobility issues<br>-ASD<br>-coordination difficulties  | Attainment may be within the mid-upper P Scale range for much of their school careers.<br>P Levels 4-8  |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>-difficulties in developing motor skills</li> <li>-communication difficulties</li> <li>-social difficulties</li> <li>-difficulties with the acquisition of self - help skills</li> <li>-little or no sense of danger</li> <li>-challenging behaviours</li> </ul>  |   |
|  | <p>Moderate Learning Difficulties (MLD)<br/>Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions.<br/>They will have difficulty in acquiring basic literacy and numeracy skills and in understanding concepts.<br/>They may also have;</p> <ul style="list-style-type: none"> <li>-a speech and language delay</li> <li>-low self esteem</li> <li>-limited concentration skills</li> <li>-Under-developed social skills</li> <li>-limited awareness of danger</li> <li>-challenging behaviours</li> </ul> <p>Severndale @ Mary Webb<br/>Years 7-11 only<br/>Pupils will have MLD or be on the Autistic spectrum.<br/>Pupils will have a level of independence and display competency in;</p> <ul style="list-style-type: none"> <li>-English and Maths skills</li> <li>-Thinking and reasoning</li> <li>-communication</li> <li>-social interaction</li> <li>-PSHE</li> </ul> <p>Pupils will not display challenging behaviours that may put themselves or others at risk.</p> <p>Severndale @ Futures<br/>Age range 16-19<br/>Pupils will have MLD, SLD or ASD.<br/>Pupils will have a level of independence and competency in;</p> <ul style="list-style-type: none"> <li>-Thinking and reasoning</li> <li>-communication</li> <li>-social interaction</li> <li>-PSHE</li> </ul> <p>Pupils will not display challenging behaviours that may put themselves or others at risk</p> | <p>Attainment maybe within or above the upper P Scale range and should not exceed National Curriculum Level 2 in most subjects upon entry.</p> <p>Attainment will be at early National Curriculum levels or within Entry Level 1 to 3, but should not exceed this.<br/>Students applying from outside of Severndale will not be applicable if working at Level; 1 or above or an equivalent GCSE Level.</p> |



# Admissions Process

## PAPERWORK

- The Local Authority (LA) shares pupil information with Severndale.
- If additional information is required, Department Lead will contact previous educational setting and/or conduct a home/school visit to inform decision.



## SPECIALIST PLACEMENT PANEL

- Assistant Principal attends a fortnightly Panel meeting.
- Pupils discussed and the most appropriate placement agreed for each young person.



## PLACE AGREED

- The Academy will inform parents of place and start date. Induction pack will be sent home.
- The SEN team will send out a letter to parents
- Pupil name to go on transition list for start date the following term.
- Multi-professional child centred induction meeting to be held with all professionals involved to give a holistic view in preparation for start date.
  - Information transferred between home/ school / other professionals
  - Home or school visit scheduled if not already occurred
  - Transition dates to be arranged for half term prior to admission
- Parents/ carers to complete the Data Registration form and apply to Specialist Travel team through the LA if transport is required.
- No pupil will be admitted to the Academy without Data registration forms or safeguarding information.

## PLACE NOT AGREED

- SEN team will inform parents
- The Academy will inform parents via letter



## APPEALS

- If a young person's needs present significantly different to those described, this will be highlighted with the SEN team.
- Where an appeal is not upheld, Academy Trustees will seek external guidance through the DFE.
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