



**The Beacon**  
Folkestone

Admissions Policy

## **Admissions Policy**

### **Admitting Authority**

Admissions to the school are the responsibility of the LA (Local Authority) in conjunction with the Executive Headteacher/ Head of School acting on behalf of the Governors. All pupils will have an Educational Health Care Plan, and the LA Area Office makes referrals to the school following recommendations by County panel. In exceptional cases, the statutory assessment process may be in process following the approval of the County Panel.

### **Admission Process**

Parents are welcome to make an appointment to visit the school on a termly informal basis to see what is on offer and to discuss the suitability of the school and the availability of places. However, applications for placement must be considered formally by the Kent LA and full time placement must be supported by an Education Health Care Plan.

- Once the LA has requested consideration for admission, usually by sending pupils papers to the school they believe most appropriate, the Head of School will make an initial assessment of suitability based on the paperwork.
- The Head of School will consider all pupil applications from the local authority and the potential availability and suitability of a place for the pupil.
- A member of staff may visit the pupil within their current schools to observe the pupil whenever necessary or conduct a home visit to discuss with staff at the school, or parents/carers at home, current patterns of learning, behaviour and medical needs, alongside current cognitive levels and rates of progress.
- When both the school/home visit if appropriate and the admissions meeting have been completed, the Head of School will email the LA to inform them of the admission decision including admission date, process and transition if appropriate. Admission to The Beacon will consider the implications for the effective education of the class group, the efficient use of resources and the implications for the school as a whole.
- Any additional requests for resources and support will be considered at this point.
- Following the offer of a place, the Head of School will arrange the transition process alongside the current provision to ensure all information is shared and the pupil is able to access the new school successfully.
- Visits to the school and meetings with pupils and parents may take place prior to admission to aid this process and will be organised by the class teacher.
- Where the Authority requesting admission is not Kent (out of County Looked After Children), the same process will be followed as far as is practical, with the school liaison likely to be via telephone rather than a visit.

### **Pattern of admissions**

Children can be admitted in year groups where vacancies exist, at any time of year although the school prefers the beginning of a school year, or the commencement of a new term. A meeting is held in term 2 each year where the LA request placements for students at secondary transfer in the following September.

## **Inclusion**

Inclusion programmes may facilitate phased transfer into both the special schools and/ or support the pupil to maintain their mainstream placement. The school operates these placements based around needs identified by the STLS team following their involvement within the mainstream environment. Flexible places of this nature are subject to both individual need and availability of resources to accommodate the placement within the schools and therefore is availability will be determined by the schools.

The school currently caters for a wide range of needs including:

- Profound and Multiple Learning Difficulties
- Specific Learning Difficulties
- Speech Impairment
- Communication Disorders
- Social and Emotional Needs
- Sensory Impairment (Hearing, Visual)
- Perceptual Problems
- Autistic Spectrum Disorder
- Behaviour difficulties related to cognition
- Physical and Sensory Impairment
- Medical Needs

With many pupils experiencing a combination of these difficulties in addition to their learning needs.

## **Refusal of Admission**

The Governors reserve the right to refuse admission in the following cases:

- The agreed bought places number is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- Where the school would be unable to meet the needs of the pupils in terms of specialist resources, levels of care, therapies and expertise.
- Where the admission of a pupil would compromise the Health and Safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school.
- Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, resources and funding.

Appendix 1 Admissions Criteria: Learning difficulties resulting from profound, severe or complex needs.

Appendix 2 Admissions Criteria: Communication & Interaction Needs (Autism & Severe Cognitive Impairment).

## **Appendix 1**

### **Admissions Criteria: Learning difficulties resulting from profound, severe or complex needs**

**In considering the parental request for placement within a maintained special school for pupils with learning difficulties resulting from profound, severe or complex needs the Local Authority must have regard to the following admission criteria.**

Children with profound and severe needs will exhibit many of the following:

- A severe developmental delay or severe learning difficulty (e.g. up to 0.1 percentile)
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- An uneven profile with higher levels of attainment and functioning in some curricular areas. These pupils will have “complex” needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction etc.) and will experience considerable difficulty in accessing mainstream school.

Informed by psychologist assessment and/or pupil tracking, pupils’ projected attainment should be:

<b>PSC</b>	<b>Attainment</b>	<b>End of KS2</b>	<b>End of KS3</b>	<b>End of KS4</b>
Profound	P	P	P	P
Severe	WBN/P	P – L1	P – L1	P – L1
Complex	WBN/BN	P – L2	L1 – 3	L2 – 4

## Appendix 2

### Admissions Criteria: Communication & Interaction Needs (Autism & Severe Cognitive Impairment)

**In considering the parental request for placement within a maintained special school for pupils with Communication & Interaction needs (Autism & Severe Cognitive Impairment), the Local Authority must have regard to the following admission criteria.**

Children with severe communication and/or interaction needs associated with combination of autism and severe learning difficulty will present with many of the following:

- A diagnosis of autistic spectrum disorder or pervasive development disorder
- The pupil's autism is compounded with severe cognitive impairment
- Severe impairment in reciprocal social interaction and in communication
- Restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities. A specific interest in non-functional elements of objects; and there may be a resistance to changes in routine or in details of the personal environment.
- In addition to these specific diagnostic features, the pupil may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances, temper tantrums, and aggression. Self-injury (e.g. wrist biting) may also be evident.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

<b>Need</b>	<b>Attainment</b>	<b>End of KS2</b>	<b>End of KS3</b>	<b>End of KS4</b>
Autism & Severe Learning Difficulty	BN/WBN/P	P-L1	P-L2	L1-2

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

The pupil will live within the district or one of the adjacent districts and journey time complies with County Transport Policy.

### **The Beacon Equality Statement**

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

### Update Schedule

<b>Version</b>	<b>Reviewed</b>	<b>Reason for Update</b>	<b>Next review date</b>	<b>Governor Agreement</b>
1	Due to Move Sept 16.	Transfer/reviewed by TL.	March 2018	25.01.17
2	Reviewed	Amended	March 2018	22.05.17
3	Jan 2018	Annual Review	March 2020	05.03.18