

Admissions **POLICY**

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1 Admitting authority

Admissions to the school are the responsibility of the consulting LA (Local Authority) in conjunction with the Headteacher/ Head of School acting on behalf of the Governors. All pupils will have an Educational Health Care Plan. The LA Area Office will make referrals/consultation approach to the school.

In exceptional cases, the statutory assessment process may be in process following the approval of the Assistant Director of SEND for Kent and with the mutual agreement of the school. In most cases our places are fully commissioned by Kent and therefore any prospective admission that is “out of county” must go through Kent LA for good communication and working partnerships.

2 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 LA and the potential availability and suitability of a place for the pupil.
- A member of staff may visit the pupil within their current school 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.
- 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. Written confirmation of any resources and support will be required prior to moving forward with the admissions process. Head of Operations will be kept informed of any additional resources and the timeframes allocated to any additional resource and/or support.
- Requests for more time to enable a rigorous and thorough evaluation of a consultation that fall outside of the statutory timeframes will be made in writing to the LA. The reasons for a request to secure a mutually agreed extension will be clearly outlined.
- 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 (such as out of County Children in Care), the same process will be followed as far as is practical, with the school liaison likely to be via telephone rather than a visit.

3 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. A meeting is held in terms 4 and 5 each year where the LA request placements for pupils to join in Year R in the following September.

4 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 in most cases 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 its 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.

5 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/young people over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- The appropriate curriculum pathway is fully subscribed and admitting children/young people 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

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:

PSC	Attainment	End of KS2	End of KS3	End of KS4
Profound	EM/P	EM/P	EM/P	EM/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:

Need	Attainment	End of KS2	End of KS3	End of KS4
Autism & Severe Learning Difficulty	BN/WBN/EM/P	EM/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 where we respect and encourage individual differences. We are always looking for opportunities to champion equality through the broadening of knowledge and experiences of everyone across our community and this includes the staff and clients of those using the services of our multi-agency support hub. Our aims are to ensure there are equal opportunities for pupils, staff, their families and the wider community, regardless of their disability. This forms an integral part of our School Improvement Plan.

The aims for 2020-2023 are to build and improve schemes to help challenge and bring down barriers for disabled children and young people, establishing a recognised and integral role within the community. This will include broadening the range and depth of positive experiences of life both inside and outside the school and embedding ourselves within our communities (local, county, national and international levels).

Update Schedule

Version	Reviewed	Reason for Update	Next review date	Governor Agreement
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
4	June 2020	Review	June 2022	23.05.22
5	May 2022	Review	May 2024	