

School Admissions Policy

Greenacre School



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March 2018
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REVIEWER
Sharon Wainwright

GREENACRE SCHOOL ADMISSIONS POLICY

Introduction

Greenacre School became an academy in 2015 and joined the Wellspring Academy Trust in April 2017. During this time the school has updated its strategic plan and its vision and values.

The vision for the school is to “focus all our efforts on achieving the best outcomes for children and young people” and is underpinned by certain core values:

- Aspire: to direct ones hopes for ambitions towards achieving something or being successful.
- Dignity: the importance and value that a person has that makes other people respect them or makes them respect themselves.
- Nurture: to take care of, feed and protect someone, especially young children, helping them to develop and be successful.
- Pride: a feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good.
- Respect: politeness, honour and care shown towards someone or something that is considered important.
- Together: with each other – so as to combine.
- Trust: firm belief in the reliability, trust or ability of someone or something.

Overview

Admission to Greenacre School will usually require the child to have an Education, Health and Care (EHC) plan (under the Children & Families Act 2014) which names the school.

Parents/Carers may make representations for a place in the school to the local authority or express a preference for the school under the Children & Families Act 2014 (where the child has an EHC plan). The local authority must consult with the school over the admission of the individual child. Once the local authority has carefully considered the school’s position on the placement, the local authority must decide whether to name the school in the EHC plan having considered the parental and school comments and also whether the school is suitable for the child given his/her age, ability, aptitude and SEND and/or whether the admission would be incompatible with the provisions of efficient education at the school or the efficient use of resources.

Once the school is named in the EHC plan, the school is under a legal duty to admit the child [subject to any formal complaint which may be lodged with the Secretary of State for Education].

The aim of the policy is to provide some further information about the position of the school on issues of suitability and/or incompatibility.

Greenacre School

Greenacre School is a special academy which was established to support children and young people between the ages of 2 to 19. It was rated outstanding by Ofsted in January 2018.

The school has 331 funded places within this age range. The school is currently oversubscribed including around 50 children who, although on roll at the school, are educated by school staff within a mainstream setting at partner schools. These are called 'Greenacre Satellites'.

The school's admissions criteria is to make provision for:

- children with severe learning difficulties;
- children with complex medical needs; and
- children with specific speech and language difficulties who are admitted as part of the designated speech and language provision at the school (limited to 30 places).

A further description of needs is set out below:

a) Severe Learning Difficulties

Children/young people will present with marked limitations in learning across all areas of development. Their general level of ability will be at or below the first centile.

They may present with diagnosed medical conditions/syndromes associated with severe learning difficulties and may have additional physical and/or sensory impairments.

Their levels of learning difficulty will be indicated by a number of the following:

- Performance on the National Curriculum outside the range which most children are expected to work. Evidence should include: P Level/National Curriculum/AWOL formative functional assessments in line with currently available national data – students working significantly below national expectations for their age.

- Performance on measures of attainment and underlying cognitive skills which place the child in the lowest-attaining one per cent of the national population.
- Attainments in underlying skills (especially in Speech and Language, Literacy and Numeracy) which significantly impede with their ability to learn effectively.
- Measurable Speech and Language difficulties which are significantly below those of the majority of peers (e.g. in the first or second centile on standardised language assessments).
- Considerable difficulties in meeting the language demands of learning activities, such as following instructions or using abstract concepts.
- Difficulties in communicating with others which lead to social isolation and challenging behaviours, frustration on the part of pupils at their inability to participate or interact with peers.
- Difficulties in following instructions, classroom routines and in maintaining attention on task which make it impossible to participate in classroom learning activities without a high level of adult support and structure.
- Highly typical behaviour such as obsessive, challenging and/or withdrawn behaviours, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause.
- Inappropriate social behaviour leading to rejection by peers and social isolation.

b) Complex Needs

Children/young people will present with severe developmental delay such that they will remain within the earliest stages of development throughout their schooling.

Children/young people will be at the earliest stages of developing communication, where the priority need is to help establish a mode of communication.

Children/young people will present with severely limited understanding.

In addition to cognition and communication difficulties, children/young people will present with multiple needs that may include sensory and/or physical impairment. They may remain at the earliest developmental stages with regard to mobility.

c) Specific Speech and Language Difficulties

Children/young people who are considered for a place in the school's resource provision will have a significant communication and interaction, visual or hearing impairment which results in the need for intensive specialist support. The complexities associated with Speech and Language difficulties may include difficulties with learning to read, poor behaviour, having difficulties learning or socialising with others. The same consideration applies as to whether the admission to the school's resource provision would be incompatible with the efficient education of others as the resource provision is fully integrated into the School.

Assessment Places

The school may offer assessment places from time to time under the framework established by the Children & Families Act 2014. These will generally be offered where it is deemed to be in the child's best interests for a time limited placement at the school and where parents, local authority and school are agreed on the terms relating to the placement. The child will not be formally admitted to the school during an assessment placement and will be subject to the formal admission procedures detailed in this policy.

The school is able to offer 5 assessment places in EYFS/KS1 (subject to annual place planning). These places are subject to the following:

- Places will be offered for a period of no more than eight weeks and by the end of the placement a detailed support plan will be agreed by parents, local authority and the school.
- Additional funding will be requested from the "top-up" funding which should reflect the cost of making provision for that child's individual needs whilst being assessed by the school, other professionals and partner services and any other agencies whose input would have a positive impact on deciding the suitability of their subsequent long term educational placement. This additional funding will also be used to transition the child into an alternative setting (if after assessment this is deemed appropriate).

An assessment place does not necessarily result in the child receiving a placement at Greenacre School.

Organisation

The school operates a socially inclusive model whereby children of certain age groups are educated together. The school is divided into learning zones with dedicated teaching and support staff for the large teaching groups within each zone. The zones are:

Freeflow	–	supporting from EYFS to Year 4	–	2 classes
Cool	–	supporting Year 5 – Year 8	–	3 classes
Lifeskills	–	supporting Year 9 – Year 11	–	3 classes
College/Futures	–	supporting Year 12 – Year 14	–	4 classes

The optimum class size within each learning zone is 20 pupils. The staff : pupil ratio at this level provides the school with the basis on which the best educational and other outcomes for pupils can be achieved and, furthermore, allows the school to effectively promote and safeguard the welfare of all children, which given the individual needs of the pupils, is an important consideration.

Funding

The school receives funding from two sources. Firstly, the Education Funding Agency provides funding for each stated place at the school, 331 places (although Greenacre main site was designed for a capacity of 202 places). The funding is used by the school to support the educational provision for all children on the school roll. It is lagged funding in that the place funding is based on pupil numbers the year before. Secondly, the local authority which places a child at the school will also provide further “top-up” funding which should reflect the cost of making provision for that child’s individual needs in excess of the place funding.

Admissions

Once the school is consulted by the local authority over a proposed placement, it will generally take the following approach:

- a review will be undertaken of the child’s EHCP to assess whether the school would be suitable for the child’s needs and/or what impact the admission would have on the existing pupils at the school.
- a review of the proposed funding would be undertaken to assess whether the level of funding is appropriate given the needs of the child and the cost of the making the provision to meet the needs.

- an observation of the child in the current setting to assess the reliability of the evidence presented by the local authority and to make recommendations as to suitability and incompatibility and if appropriate whether the child, if admitted, would meet the criteria for consideration at the school's satellite provision.

In considering the school's position prior to responding to the local authority, the school will take account of the class size and learning zone into which the child would be placed. The school's position is that the maximum class size and learning zone size will be defined by the nature and demands of the cohort so far as it ensures that there are no grounds for incompatibility within the provision of efficient education as this would run contrary to the model of educational provision which works effectively within the school.

The formal consultation observation will be shared with the child's current school's Senior Leadership Team (SLT)/School Special Educational Needs Co-ordinator (SENCO), the parents/carers who gave permission for their child to be observed in the named setting and the Local Authority SEN Assessment Team.

Satellite Provision

As part of the observation undertaken during the consultation process (described above), the school will assess the eligibility of the child to be educated within the school's satellite provision.

To be eligible, and subject to places being available, pupils will have an Education Health and Care Plan (Range 5 or equivalent) which identifies their needs including:

- a) Severe Learning Difficulties
- b) Complex Needs

Without additional medical, behaviour or exceptional needs that require a high level of intervention from external services (including medical, CAMHS, OT/Physio) **OR** require a high level of adult intervention on a daily basis which exceeds 1:1 support.

These pupils will have Greenacre School named within their EHC plan and will remain on the school roll for the duration of their placement in the satellite provision [or at the main site if deemed by the school that their needs either change or can no longer be met effectively within the host/satellite school].

Signed:

Review Date:.....

Equality Monitoring

This statement demonstrates our commitment to ensure we give due regard to:

**Eliminate discrimination and other conduct that is prohibited
by the act**

**Advance equality of opportunity between people who share a
protected characteristic and people who do not share it**

**Foster good relations across all characteristics between
people who share a protected characteristic and people who
do not share it**