



St Anthony's School

Policy No. 16 Admission

January 2017



Contents 1
Introduction 2
APPENDIX 1 3
APPENDIX 2 4

Introduction

All pupils who attend St Anthony's School will have an Education, Health and Care Plan (EHC Plan) identifying social, emotional and mental health (SEMH) barriers with associated learning needs as their primary need. To arrive at this stage they will have seen a variety of professionals who have investigated the root of the child's difficulties in learning.

The Local Authority will have deemed that a child may be suitable through a clear assessment and referral process which results in papers being submitted to the school as part of the consultation process. Most pupils referred who are appropriate will be invited for an interview providing the school has a suitable place available.

We welcome visits from parents/carers and children/young people to understand how the school works, meet key people and look around the learning environment.

This should be read in conjunction with Kent County Admissions Criteria for pupils with SEMH and learning difficulties. See Appendices 1 and 2

See link:

http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/admissions_criteria.aspx

Other useful information:

<http://www.kent.gov.uk/roads-and-travel/school-transport/free-school-transport>

Note:

The Kent Association of Special Schools are working collaboratively to create a Matrix for Admission to Special Schools. The matrix will be completed and approved by the Local Authority during 2017. The Matrix will provide clear guidance on schools core offer and the pupils presenting needs. St Anthony's School admission policy will reflect the Kent Matrix once it has been formally approved. The current policy remains a working document and will be reviewed further during 2017.

APPENDIX 1 ADMISSION CRITERIA TO A SCHOOL FOR PUPILS WITH SEMH AND LEARNING DIFFICULTIES

The Parents decide they want non-mainstream education (i.e. place in a special school)

The duty imposed on the LA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's EHCP

Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:

- The school is unsuitable to the child's age, ability, aptitude or special educational needs
- The placement would be incompatible with the efficient education of other children with whom the child would be educated
- The placement would be incompatible with the efficient use of resources.

In considering the parental request for placement within a maintained special school for pupils with learning difficulties and SEMH the Local Authority must have regard to the following admission criteria:

- The pupil will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure manifest themselves in a combination of behavioural and learning, emotional and social difficulties as described in their EHCP.
- Pupils are likely to experience a combination of low self-esteem, together with a significant degree of social and emotional immaturity possibly associated with language delay and will display emotional vulnerability and/or disruptive behaviours. Their learning difficulties may be compounded by medical diagnoses such as ASC, ADHD, Tourette's or Fragile X.
- The majority of pupils will have general learning difficulties in most curriculum areas.

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

Need	Attainment	End of KS2	End of KS3	End of KS4
SEMH	Below Normal / Well below normal	Level P9 Developing - Level 3 Beginning +	Level 1 Embedded + to Level 5 Embedded +	Entry Level - 1+ GCSE

- At KS1 and KS2 the school will provide for pupils who have behaviour, emotional and social difficulties (see BESD admission criteria).

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 both social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live wherever possible within the local community which may cover more than one district, close enough to comply with County guidelines on journey time and close enough to enable the school to support them in their locality whenever possible

**APPENDIX 2
ADMISSION CRITERIA TO A SCHOOL FOR PUPILS WITH BEHAVIOUR, EMOTIONAL AND SOCIAL DIFFICULTIES**

The Parents decide they want non-mainstream education (i.e. place in a special school)		
The duty imposed on the LA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.		
↓		
<p>Parents express a preference for a particular maintained special school to be named in their child's EHCP</p> <p>Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:</p> <ul style="list-style-type: none"> • The school is unsuitable to the child's age, ability, aptitude or special educational needs • The placement would be incompatible with the efficient education of other children with whom the child would be educated • The placement would be incompatible with the efficient use of resources. 		
↓		
<p>In considering the parental request for placement within a maintained special school for pupils with behavioural, emotional and social difficulties the Local Authority must have regard to the following admission criteria:</p> <p>The young person will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure usually manifest themselves in emotional, behavioural and social difficulties as described in their EHCP using the QCA behaviour scales. They will include pupils whose present needs are the result of deep-seated and long-term emotional needs in pupils with attainment falling within the Normal (N) and Above Normal (AN) as defined by the QCA levels for that cohort.</p> <p>The young person will present with most of the following behaviours:</p> <ul style="list-style-type: none"> • Distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum. • Unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers. • Behaviour which is bizarre and/or self-injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person. • Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education. <p>The pupil may also present with a secondary diagnosis of Autistic Spectrum Condition. Pupils will require an intensive multi-agency approach and appropriate out of hours support. The school will cater for Key Stage 1 and 2 pupils with BESD. Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:</p>		
Need	End of KS3	End of KS2
BESD	Normal/Above normal	Level 3 Beginning – Level 7 Developing

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 both social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

For secondary age SEMH pupils they will live within the community of the school defined as an area of Kent covering up to 4 districts and close enough to involve a journey time that complies with County Transport Policy. For primary age SEMH pupils please see SEMH admission criteria.

Document Title:	Admissions
Version:	K-SENT Version 1
Prepared by:	Mr Rob Page HT
Governing Body Acceptance Date:	Ratified at the FGB on the 25/01/17
Date for Next Review:	November 2018
Link on School Website	Yes