



# Longdon Park School

## Admissions Policy

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1.1	July 2013	A. McGregor
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## Admissions Policy

### Introduction

Longdon Park School is an independent special day school. We provide specialist education for young people aged 7 to 18, including children in care, who have a range of complex behavioural, communication and social difficulties associated with Autism Spectrum Disorder.

Longdon Park School is committed to raising achievement and enabling pupils to recognise their potential; supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer an outstanding therapeutic, supportive learning environment where our young people are supported to accept responsibility for their actions, make positive decisions and display pro-social behaviour. We aim to help each young person to become confident individuals and responsible citizens with a fundamental understanding of British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

### Our Mission

Longdon Park School is dedicated to providing outstanding education to young people with educational, emotional and behavioural difficulties resulting from a diagnosis or suspected diagnosis of Autism Spectrum Disorder.

We are united in our core values of

- **Unconditional Positive Regard** – promoting mutual respect amongst the school community and a reflective, inclusive and supportive environment within which pupils can thrive
- **Aspirational Outcomes** – through a personalised and flexible learning experience pupils are supported to engage in a curriculum tailored to support them to meet their full potential
- **Development of Independence** – through carefully planned opportunities and experiences, pupils are supported to develop social and life skills as well as academic skills so that they become well rounded members of the community
- **Nurturing Environment** – empathetic and well trained staff take a non-punitive approach to support young people to reflect on their conduct and mistakes, take responsibility for their actions and develop mutual respect that supports the school community to feel safe and supported
- **Holistic approach** – our team of therapists, teachers and support staff work together to support young people with the development of their skills. Parents are a key part of this and we seek to support parents to extend the curriculum and learning experiences in to the home so that young people can begin to generalise the skills they develop at school

### Our Vision

We strive to become a recognised centre of excellence in the provision of education for young people with ASD. We endeavour to deliver an educational environment that enables young people to achieve their aspirations socially, emotionally and academically and leave us feeling proud of their achievements.

By providing clear structure and a nurturing environment, we seek to support young people to see the best in themselves and achieve the best possible outcomes relevant to their ability and to feel proud that they were members of our school.

We aim to be recognised in the field of autism as an outstanding provision, with in-depth knowledge and understanding, who work in collaboration with other institutions to continue to discover a full appreciation of the autism spectrum; its presentation and impact.

## **Aim**

The aim of this policy is to ensure that Longdon Park admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

## **Objectives**

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Longdon Park
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have a clear understanding of the opportunities on offer at Longdon Park
- Parents/carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Longdon Park and are prepared to play their part in ensuring the success of any placement.

At Longdon Park we support young people who present with a wide range of complex needs associated with the Autism Spectrum. A young person may be considered for a place at Longdon Park School if they have a statement of special educational needs or an Education, Health and Care plan, a diagnosis of ASD or demonstrate behaviour and difficulties commensurate with a diagnosis of ASD and where a typical mainstream environment has not appropriately met the needs of the young person.

Pupils may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, Longdon Park acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration and our aim is to work with young people to reduce the frequency and intensity of these incidents.

## **Admissions Process**

### **Stage 1**

Referrals made to Longdon Park will normally be made by LA's directly or through the parents/carers of the pupil. A range of detailed information concerning that pupil should accompany these referrals including a statement of special educational needs or an Education, Health and Care plan. Where this is not the case, Longdon Park will seek access to as much information as possible including information regarding the individual's

education, health and social background. Senior staff will analyse all available information about the pupil to assess whether the pupil meets the admission criteria for Longdon Park.

The Headteacher/Deputy Headteacher/therapy professionals will assess whether or not Longdon Park can meet the pupil's needs and if so, arrange for a visit to Longdon Park. It may be necessary for Senior Staff to organise a visit to meet or observe the young person prior to any visits being organised at LPS.

## **Stage 2**

The initial visit will be offered to the pupil and his/her parents/carers and other appropriate professionals and will include:

- A tour of Longdon Park
- An introduction to key staff
- A discussion with senior staff concerning such issues as; the curriculum, content of key school policies including Longdon Park expectations for good behaviour and discipline and the physical management of pupils and a discussion of the preferred forms of physical intervention with pupils, were this to prove necessary.
- An opportunity for each visitor to ask any questions they may have
- Visitors will also receive (if they have not already) a copy of the pupils' handbook and/or other relevant information e.g. Complaints Procedure and Behaviour Policy

## **Stage 3**

### **Assessment Taster Days:**

- Following this the pupil will be invited to attend a number of assessment taster session(s) at Longdon Park to assess how well suited LPS is to meeting the needs of the young person. A typical day would involve joining an appropriate class group and completing work and activities alongside their peers. In some circumstances the therapy team may complete assessments.

## **Stage 4**

If, following these visits and assessment taster session(s), all concerned are agreed that the pupil's needs can be met at Longdon Park, that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, Longdon Park will write to the LA offering a place and arrangements will be made for admission. A placement will be confirmed through the completion of a formal contract signed by the school and the placing authority.

### **Admissions Criteria:**

- The pupil will be aged between 7 and 18 years
- The pupil will have a statement of special educational needs or an Education, Health and Care plan
- The statement will clearly specify the pupil's learning, educational, social, behavioural and medical needs
- The pupil will normally have been assessed as within the average ability range of educational functioning (In some cases, pupils' levels of ability as measured using

psychometric tests may prove difficult. In these cases Longdon Park will base its judgements on it's ability to meet needs)

- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement
- Where, despite a period of sustained reasonable adjustment strategies from the pupil's mainstream setting, the young person's needs continue to be unmet
- The pupil presents with other significant needs that require sustained specialist interventions, therapies and teaching approaches that can be more appropriately delivered within a complex needs school
- For all 'looked after children' there must be permanently named carers and a permanent home base for the pupil available at any time throughout the year. Longdon Park cannot be the main residence for any child.

**The Local Authority will:**

- Provide Longdon Park with all current advice and information relating to the pupil
- Nominate Longdon Park in Section IV of the statement/appropriate section of their EHCP
- Agree contractual arrangements for transporting the pupil to and from school
- Make any arrangements for transporting the pupil to and from school
- Fulfil the requirements of the SEND Code of Practice for 0-25 years 2014 and attend planned annual review of placement meetings