



Longdon Park School

Admissions Policy

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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 accept responsibility for their actions, make positive decisions and display pro-social behaviour.

Vision

Our Vision is to offer a fully inclusive, personalised learning experience whilst addressing a complex range of barriers to learning, including social, emotional, communication and other areas of difficulty associated with Autism Spectrum Disorder. We will meet the needs of some of the most vulnerable young people and will equip them with the necessary skills for life through differentiated learning and intervention support. Our vision is to help each young person to maximise their potential, to promote their self-esteem and well being and to become successful learners. 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.

This policy supports Longdon Park's statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others and to have the opportunity to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage.

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 including:

- Social, emotional and other associated conditions, which may adversely affect themselves, others and their learning. Presenting behaviours will be severe and possibly multiple and may include the following; challenging, disaffected, disruptive, disturbing, withdrawn, isolated, anxious, depressed, self-harm, attention deficit disorder/attention hyperactive disorder, conduct and oppositional disorders
- Cognition and learning difficulties including MLD, SpLD, dyslexia, dyscalculia and dyspraxia, below to average cognitive ability with discrepancies in attainment and/or achievement, gaps in learning from disrupted education
- Interaction and social difficulties including Asperger's Syndrome and Autism. Difficulties with social interaction, language, communication, imagination and associated challenging behaviours

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 and can be described as being within one or more of the following three categories:

- They have a delayed developmental profile i.e. they will be functioning at a significantly below-average level of general ability
- Where, despite a period of sustained reasonable adjustment strategies from the young person's mainstream setting, the young person's needs continue to be unmet
- They present with other significant needs that require sustained specialist interventions, therapies and teaching approaches that can be more appropriately delivered within a complex needs school

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.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that Longdon Park seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

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.

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, where 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

Taster Days:

- Following this the pupil will be invited to attend a taster session(s) at Longdon Park to follow the timetable of a morning of one day or a number of days. This will enable the pupil to experience the learning and therapeutic environment at Longdon Park.

Stage 4

If, following these visits and 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 learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties
- 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
- They may have a delayed developmental profile i.e. will be functioning at a significantly below average level of general ability
- 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