

# Hindley J and I School



## Admissions Policy for children with physical/medical needs

**Written: June 2013**

**To be reviewed: June 2014**

\_\_\_\_\_ Signed on behalf of the school \_\_\_\_\_ date

\_\_\_\_\_ Signed on behalf of the governors \_\_\_\_\_ date

POLICY FOR ADMISSIONS FOR CHILDREN WITH PHYSICAL/MEDICAL  
NEED

## **Aim**

The aim of this admissions policy is to clarify the process by which children aged 4-11 years with physical/medical needs are placed in the resourced provision at Hindley J & I School.

## **Context**

The places available for children with physical/medical needs at Hindley J & I School are in addition to those provided through the school's normal budget, and are funded through 'planned places'.

This higher level of funding will enable the school to provide:

- enhanced staffing levels
- planning time for individual children
- other additional resources/equipment.

## **Definition of Children with Physical/Medical Needs**

Children with physical/medical needs are defined as those who show evidence of one or more of the following, which have a profound and long term impact on the development of academic and social skills.

- An inability to make progress through the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school, and high levels of adult support.
- Significant difficulties for which there is clear substantiated evidence, based on specific examples that these difficulties are as a result of the child's physical/medical needs.

## **Admissions Criteria**

For a child with physical/medical needs to be placed in the resourced provision at Hindley J & I School, there must be evidence from a range of professionals, including medical services, educational psychologist, specialist teaching services, and Early Years Teams where appropriate, that he/she fits the definition, and has:

- a multi-disciplinary diagnosis of having physical/medical needs
- significant and persistent physical/medical needs
- learning and social needs which require:
  - regular and consistent access to a range of therapies delivered by external specialist staff
  - cannot be effectively met within a non-specialist environment

## **Admissions Procedure**

To ensure consistency, fairness and transparency within the admissions process, admissions to the resourced provision for children with physical/medical needs at Hindley J & I School will be determined by an agreed procedure. The LA and the school will work together to make sure that the child's needs are met, parent/carer views addressed, and the capacity of the school considered.

In accordance with the SEN Code of Practice, account will be taken of any concerns that the admission of an individual child will be incompatible with the efficient education of other children at the school, and whether the Governing Body or the LA can take reasonable steps to prevent that incompatibility.

The agreed procedure for admissions is as follows:

- A Statutory Assessment will be undertaken and a draft Statement of Special Educational Needs drawn up. Where a child already has a Statement, the process will involve an Annual Review. The draft Statement or Annual Review information will be sent to the child's parents/carers and the professionals involved.
- Where the preference of the parent/carer/child is known to be for resourced mainstream provision, and the child's needs reflect those described in the Admissions Criteria, parents/ carers will be notified that a referral has been made for a resourced place at Hindley J & I School.
- Where preference is not known, a nominated SEN Officer or Parent Partnership Officer will contact the parents/carers to ascertain their views.
- The LA will consult the Headteacher regarding the potential admission to the school. This will be a written referral, ie, a letter accompanied by the draft Statement and appendices and/or Annual Review information.
- The Headteacher will be asked to consider the referral details and will contact the named SEN Officer for clarification and further discussion where appropriate.
- The Headteacher will then arrange a visit for the child and his/her parents/carers. This will allow the parents/carers to see the facilities and resources available at the school, and discuss how their child's special educational needs will be met.
- If appropriate, the Headteacher, or nominated representative, will visit the child in his/her current setting to gather more information on the individual needs and functioning within a structured setting.
- The Headteacher, or nominated representative, will contact the SEN Officer to confirm that the pre-admission visit has taken place, discuss an appropriate admission date and clarify any other issues around transition/admission arrangements.

- The SEN Officer will write to parents/carers with details of the admission date, and any other relevant transition information.
- The SEN Officer will liaise with the Transport Team where appropriate.
- The Headteacher, or nominated representative, will facilitate the admission process for the child through appropriate liaison with the family and the child's current setting.

In some cases, the LA may consult with the Headteacher on providing a place for a child who has not undergone a Statutory Assessment. In accordance with the SEN Code of Practice, this may occur either:

- when a child is undergoing assessment to determine if a Statement is needed, or
- where there has been a change in circumstances.

In these situations, the LA may ask for a full time, part time or temporary place. Where a child's needs are being assessed, re-assessed or reviewed, the period of time spent in the school would form part of this process and the Headteacher would be requested to provide written advice on the child's progress at the appropriate time.

### **Exit Criteria**

Although it should not be assumed that once the LA has issued a Statement it will maintain that Statement until the child leaves school, it is likely that children with the most complex physical/medical needs will continue to require the LA to determine the special educational provision required to enable them to make progress.

All Statements must be reviewed at least annually, and the LA has a duty to ensure that Headteachers undertake this process. Any changes to the provision specified in the child's Statement will be considered at this time, including the suitability of a non-resourced mainstream placement.

The process to determine a child leaving the school's resourced provision will be based upon:

- the Annual Review of progress
- a clear understanding of the child's SEN and appropriate interventions
- detailed Individual Education Plans(IEPs)/records being available to aid transition and the prompt transfer of the child's file, and all relevant information to the receiving school
- parent/carer views
- child's views.

If a non-resourced mainstream placement is being considered, the Headteacher will arrange for an Educational Psychologist to provide up-to-date advice on the child. A

SEN Officer will be invited to attend the review meeting and the options for the child considered. If agreed, an integration plan will be drawn up. This will detail:

- timescales for action
- roles and responsibilities of all parties
- support for the child in the mainstream setting