

# *Richard Cloudesley School*

## **Admissions Policy**

**Approved by PDW Committee: November 2018**

**Date for review: November 2019**

### **Consultation**

We formally consult on this document at least every 7 years.

June 2009

**November 2016**

June 2023

Consultation includes families, staff, governors, co-located partners, Whittington Health, Islington local authority, neighbouring special school headteachers.

### **Context**

We are a local authority community special school for children and young people aged 2 to 19.

The school receives place funding for:

- 32 places in our primary department
- 48 places in our secondary department

## Admission

The school will admit children:

- If there is a vacancy in an appropriate class group;
- If the child's needs can be met by the school;
- If the child's needs can be accommodated without adversely affecting the education of the other children in the school.

As a small school we will strategically plan admissions in order to ensure that transition from our primary to secondary departments can be provided.

The level of therapy support - physiotherapy, speech & language therapy and occupational therapy - is determined on an individual basis and is subject to negotiation with the local health authorities.

We are unable to offer short term assessment or part-time places.

We can offer the possibility of mainstream inclusion. However, this is subject to individual negotiations with the mainstream schools about the level of inclusion. The school cannot guarantee extended attendance in mainstream lessons, as our partner schools have separate governance. See also, additional guidance on 'dual placements'.

The admission process is overseen by the headteacher.

## Admission Criteria

Prospective pupils must be between 2 - 19 years of age and meet the criteria in Table 1.

The school's expertise is around supporting young people with both physical disabilities, sensory and communication challenges. As a result, we do not have the capacity to meet the needs of young people who do not have a profound or severe learning difficulty with an additional complex needs.

Pupils at Richard Cloudesley School *will* have '**complex needs**'. Children and young people with complex needs include those with co-existing conditions or profound and multiple learning disabilities (PMLD). However, they also include children who have newly begun to populate our schools – among them those who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication.

Pupils *will* have **profound or severe learning disabilities**, often with more than one disability, the most significant of which may be a profound and multiple learning disability (PMLD). All people who have profound and multiple learning disabilities will have great difficulty communicating. Many pupils will have additional sensory or physical disabilities, complex health needs or mental health difficulties. The combination of these needs and/or the lack of the right support may also affect behaviour.

**Table 1 - Admissions Criteria**

	ALL	SOME			
	Physical disability and / or medical condition	Hearing	Vision	Personal care	Behaviour
<b>Most of our pupils:</b>	<p>Severe disability. Requires access to wheelchair for movement (independent or adult supported)</p> <p>Needs special seating and/or other equipment</p> <p>Needs assistive technology and/or support for access to most of the curriculum.</p> <p><b>OR</b></p>	<p>Severe hearing loss. Needs aids (e.g. radio aids, sound field system, cochlear implant) to access curriculum</p> <p>May use signing</p>	<p>Severe impairment 6/36 - 6/120 .</p> <p>Registered sight impaired (partially sighted)</p> <p>May need short term specialist support for mobility training / independent living skills</p> <p>Significant level of specialist equipment needed</p>	<p>Needs significant support to move safely around the school and for most self-care functions</p>	<p>Frequently shows inappropriate emotional responses</p> <p>Frequently distressed by change / transition</p> <p>Frequently displays bizarre, obsessive or repetitive or impulsive behaviours</p> <p>High level of anxiety</p>
<b>A small number will have more complex needs:</b>	<p>Profound or progressive condition - life expectancy compromised.</p> <p>Wheelchair dependent and needs assistance for mobility Non-weight bearing - needs hoist</p> <p>Requires regular moving / handling</p> <p>Needs specialist health care and multi-agency response</p>	<p>Very limited functional hearing despite aids</p> <p>Signing as first language</p> <p>Those who are multi-sensory impaired</p>	<p>Profound impairment Less than 6/120</p> <p>Registered Blind</p> <p>Alternative methods of text access</p> <p>Needs on-going specialist support and training for mobility and living skills</p> <p>Needs high level of specialist equipment</p>	<p>Daily living skills and functioning severely disrupted. Completely dependent on adults for all personal care</p> <p>e.g. tube feeding, catheterisation</p>	<p>Persistently shows inappropriate emotional responses</p> <p>Regularly distressed by change / transition</p> <p>Regularly behaviour is severely withdrawn. bizarre, or obsessional</p> <p>Extreme level of anxiety</p>
<b>Our young people have specific communication needs that may include:</b>	<ul style="list-style-type: none"> <li>• Severe language and/or speech sound disorder with limited language</li> <li>• Uses mix of speech and augmented communication systems</li> <li>• Severe language and/or speech sound disorder with limited language</li> <li>• Uses mix of speech and augmented communication systems</li> <li>• Cannot express or understand language.</li> <li>• Uses alternative communication systems to make needs / choices known.</li> </ul>				

## Admissions route for families

1. Make an appointment with the headteacher to view the school with the child or young person;
2. Parents should register their interest in Richard Cloudesley School with their local authority;
3. The local authority should request a place for the child or young person with the school by sending formal consultation papers to the headteacher to which he / she must respond within 10 working days;
4. Other Local authorities must inform Islington of their request;
5. The headteacher will review the statement or EHC Plan with the home local health authority to assess need and establish whether the appropriate level of support can be provided;
6. A visit to see the young person in their current educational or home context will be arranged to support the headteacher's decision;
7. If the school has a place and can meet the child's needs effectively and efficiently, then an offer subject to agreement over place costs, for education and health provision, -will be made. The headteacher must notify the home local authority of his or her decision within 10 working days of receiving formal consultation papers;
8. The school will negotiate and agree the level of education funding with the local authority;
9. The Whittington Health team leader health will negotiate and agree the level of health funding with the local authority;
10. It is expected that the local authority will respond to formally accept the place and name Richard Cloudesley School on the statement or EHCP within 10 working days of a place being offered by the school;
11. A place is offered and a transition programme for the child or young person is developed;
12. The school will arrange a multi-disciplinary transition meeting that will include the Head of Department, medical staff, therapists, the new class teams and the family;
13. A start date will then be set;
14. A multi-disciplinary review meeting will take place no later than six weeks after the child or young person has started.

## Oversubscription Criteria

As the school is oversubscribed, the headteacher will operate a planning list and inform interested parents and/or the local authority as and when a suitable vacancy may arise. In this instance the headteacher will give priority to children:

- who are, or have previously been, in care or looked after;
- who have a brother or sister at the school;
- who are not currently in education;
- who have degenerative or life limiting conditions;
- whose needs can best be matched at that time by the expertise in the school.