



# NEWBRIDGE SCHOOL

## AND SPECIAL EDUCATIONAL NEEDS SERVICES

<b>Newbridge School</b>	
Policy title	<b>Admissions Policy</b>
Agreed by Governing Body on (date)	19.5.16.
Signed by (Chair of Governors)	Ann Garrard.
Date reviewed	May 2016
To be reviewed date	May 2019

### ADMISSIONS POLICY

#### 1.0 RATIONALE

Newbridge School is a community special school, maintained by the London Borough of Redbridge, for up to 145 children and young people between the ages of 2 and 19, who have a complex learning difficulty quite often accompanied by additional special needs such as;

- Physical disabilities
- Sensory impairments
- Autistic spectrum disorders
- Medical needs

The school is set on two campuses which are less than a mile apart:

- Gresham Drive Campus – Early Years Foundation Stage, Key Stage 1 and Key Stage 2
- Barley Lane Campus – Key Stage 3 and 14-19

Newbridge School also provides a range of special educational needs services to pupils and staff in mainstream schools across the London Borough of Redbridge through its Outreach Service and Early Years Advisory, Assessment and Support service and Pre-School Home Visiting Service.

Levels of support from these services are specified in the Statement/Education, Health and Care Plan, and vary on an individual basis. Most usual levels are:

- Assessment and report
- Weekly support
- Half-termly advice

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- Assessment and Report
- Weekly Support
- Half-termly advice and monitoring
- Staff training to support pupils

## 2.0 ADMISSIONS CRITERIA

Most pupils who attend Newbridge School already have a Statement of Special Educational Needs or an EHC plan. This will clearly outline the pupil's specific needs and the level of support they will require. However, a few pupils are admitted on an Assessment basis. This could be because they are young and statutory assessment has only just been initiated, but all professionals, and especially parents, feel that a specialist provision is going to be appropriate for the pupil.

On occasions pupils may be admitted who have just moved to this country, or into this authority, who clearly have complex needs which cannot be met within the mainstream school. A statutory assessment is initiated after a settling period of between one month or half a term.

**Requests for a place at school are made via The Special Educational Needs Team at the Local Authority .**

Prospective parents and carers may visit and spend some time in class prior to admission to get to know the school and staff. Parents and carers of younger children may visit their child in class during their first few days.

Prior to admission parents and carers are asked to complete some forms, which provide information about their child

The Special Educational Needs Panel will formally request a place at Newbridge School.

All the Statements of Special Education Needs will be transferring to Education and Health Care Plans over the next 2 years.

## 3.0 REFERRAL ROUTES

There are various referral routes:

1. Initial contact, especially with young people, may be informal and used as a 'fact finding' opportunity. Contact maybe made directly by parents or via the Newbridge School based Pre-School Home Visiting Service or Special Educational Needs team at



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the Local Authority. Colleagues from these provisions may accompany parents/carers, if this is appropriate.

- II. For pre-school children and any pupils out of school a referral can be made via Early Years review meetings direct to the SEN panel
- III. Pupils who are supported within the mainstream and who have Statements of Special Educational Need may be referred to the school for a full time placement following their Annual Review meeting. The reason for the referral may be parental or professional views regarding the appropriateness of the current placement.
- IV. Families who have relocation into Redbridge where the pupil has a Statement of Special Educational Needs will be considered for a placement once Redbridge SEN Panel have agreed to adopt the statement and have requested a placement at Newbridge School.

### **4.0 TRANSITION ARRANGEMENTS**

In some circumstances there may be a transition plan. This will be tailored to meet the individual needs of the pupils and parents/carers.

### **5.0 ADMISSIONS PROCEDURE**

All admissions are agreed on and arranged in consultation with the Special Educational Needs team at the Local Authority, including referrals from other Local Authorities for the placement of pupils at Newbridge School. They can be reached at : The Ray Lodge Centre, Ray Lodge Road, Woodford Green, Essex, IG8 7PG 020 8708 8216.

Pupils would normally be identified at a young age through the Pre-School, Home visiting service of Newbridge School who work with children from birth until entry into nursery or school. An EHC meeting where recommendations are made for placement consideration in consultation with an Educational Psychologist and other agencies will start the formal process of admission with the Local Authority.

Early Years pupils are identified via the pre-school liaison group and there are meetings held during the spring/summer term to identify pupils who may be requesting a placement for the following September.

All Identified pupils are encouraged to visit the school with their parents. Either prior to review or shortly following, parents and pupil should arrange to visit Newbridge School and meet with the Headteacher/Head of Campus. They may be accompanied by an Outreach teacher or Early Years Worker, and/or an interpreter, if appropriate.

Once a clear decision has been made, a formal request is made to the SEN panel for approval. Parents/carers and the pupil must visit the school prior to any decision regarding placement. At the visit information is shared about the pupil and discussion takes place about parental views and expectations. Parents are taken around the school and school expectations, procedures and curriculum arrangements are explained.



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Once a formal request has been made from the SEN Panel all relevant information regarding the pupil is shared with the school and, following discussion with relevant senior staff, a written response is sent to the SEN Panel.

### 6.0 REVIEWING AND MONITORING

The appropriateness of placement is formally reviewed within the first term via a 'Review of Placement' meeting and then annually at the statutory annual review. Any proposed changes of support or placement is sent to the SEN Panel for approval before these changes can be implemented. Any referrals for mainstream inclusion opportunities are dealt with 'in house'.

During the year there are, as a minimum, two further pupil progress meetings/open evenings where pupil progress and placement are discussed.

The outcomes of these meetings are logged and any appropriate action taken.

We endeavour to accommodate outside the normal range of opportunities. We try to be flexible and will look at individual packages in the short term to support a child's needs along with the Local Authority Special Educational Needs Team.