

Admissions: Policy, Criteria and Procedures 2017

Policy

Pencalenick School is part of the Special Partnership Trust and is a special school for pupils from KS2 –KS4 (9-16) with complex learning and communication difficulties and disabilities. The specific nature of need will vary, but all will have coexisting learning and communication issues, where a combination of impairments has limited their access to learning.

The aim of this admission policy is to ensure that those pupils for whom the provision is most appropriate and who will most benefit from it occupy the limited number of places available.

In addressing these issues it endeavours to ensure that high standards of safety, achievement and support is maintained for all our pupils.

KS2

For the KS2 Provision, Pencalenick School will admit up to 10 pupils from years 5 and 6. This provision will be for pupils who are becoming academically and socially isolated in their current placement. The pupils may have already been identified as potential candidates for Pencalenick as their secondary placement due to the nature of their needs. By starting at KS2, this would enhance their educational experience and may enable them to have 7 years of specialist provision. Conversely some pupils may transition to other provisions for their Secondary School placement.

The KS2 Provision operates as a class based provision with a semi- formal curriculum and additional specialist, pastoral and therapeutic support. There is access to specialist teachers in a variety of subjects to enhance and develop independent learning for the pupils. There are opportunities to integrate with KS3 and KS4 pupils when appropriate.

KS3 and KS4

For the secondary provision (KS3 and KS4) approximately 22 pupils will be admitted into Year 7. There will be a total population of 110 pupils (the total number of places available is therefore 120).

The Key Stages; KS3 &KS4 operate as a secondary school. There are currently two pathways for pupils to access the curriculum. We place strong emphasis on developing independent learning, rather than individual one to one support.

Consideration in making referrals should be given to the fact that this is a large, open campus.

Due to the complex range of need supported by the school, it is important to maintain a balanced pupil population, in terms of the type of educational need.

The ability range of the pupils varies. The attainment of most pupils is significantly below their age-related expectations at the end of transition stages. For approximately 10% of pupils their attainment in core subjects is likely to remain below pre-Key Stage 1 standards throughout their school career.

Admission Criteria

Pupils entering the school will have one of the following:

- a) A Statement of Special Educational Needs
- b) An Education, Health and Care plan (EHCP) which specifies that the pupil has complex learning difficulties. This includes pupils with learning and communication difficulties that may have additional autistic, medical, sensory and physical difficulties.

Please note: Some pupils with complex learning difficulties have social, emotional and mental health (SEMH) issues resulting from their learning and communication needs. Pupils who's greatest difficulty is SEMH and who do not have significant global learning difficulties are not best placed in the school as the curriculum and support systems are not designed for these pupils.

Procedures

Admission is arranged by the Local Authority, Cornwall Council. The process is managed by the SEN Assessment and Provision Team in accordance with the SEN Code of Practice and refers to Part 3 of the Children and Families Act 2014. Pupils for whom a special school placement is considered appropriate will have the school named in their statement or EHCP following consideration by the Special Educational Needs Resource Panel.

The Process for assessing the appropriateness of placement at a school in the Special Partnership Trust will include careful consideration of the pupil's individual needs and whether placement would be compatible with the provision of efficient education at the school in question, whilst we make recommendations it is then up to the LA to make the final decision and allocate a place.

KS2 Information

Referral for admission should normally be made during the pupil's Y4 and as part of the Y4 Annual Review meeting, involving the professionals concerned with the child, the staff at the current school and the child's Parents/ Carers. As part of the process, it is recommended that Parents/Carers visit Pencalenick.

On receipt of the annual review documentation, the LA Caseworkers compile the Admissions list for Pencalenick KS2.

The Special Educational Needs Resource Panel will make recommendations on the admissions to the LA. The LA has the ultimate responsibility for allocating places to individual pupils. The LA will inform all parents/carers by mid-February.

KS3 Information

Referral for admission should normally be made during the pupil's Y5 and as part of the Y5 Annual Review meeting, involving the professionals concerned with the child, staff at the current school and the child's Parents/ Carers. As part of the process, it is recommended that Parents/Carers visit Pencalenick.

On receipt of the annual review documentation, the LA Caseworkers compile the Admissions list for Pencalenick.

The Special Education Needs Resources Panel will make recommendations on all admissions to the LA who have the ultimate responsibility for allocating places to individual pupils. The LA will inform all Parents/Carers of the successful candidates by mid-February. A place will only be offered if the Parents/Carers are in full agreement.

Once the places have been agreed, the transition process starts including pupil visits to school, an induction evening for parents and attendance at the Yr6 annual review meetings wherever possible.

Except in very exceptional circumstances, pupils will only be admitted at the beginning of each academic year. Pupils should normally be aged eleven at transfer. An emergency recommendation may be made by the Head of the Casework Team in conjunction with an Educational Psychologist and the Principal of the referring school should an entry to Pencalenick be required for a pupil aged twelve or more and at a different time of the year. All referrals will have to meet the criteria and follow the procedures above.

All decisions will be made by mid-February in line with LA secondary transfer procedures.

All pupils will be invited to spend an induction day in the summer term at Pencalenick.

Parents of unsuccessful candidates have the right to appeal to the Special Education Resource Panel. They must send a letter to the SEN Manager requesting further consideration. Parents may also appeal to the SEN Tribunal if they feel this is appropriate.

A residential placement will be recommended on the basis of:

- a) The pupils place of residence is not within reasonable travelling distance of the school, or
- b) If a pupil's additional special educational needs indicate that a boarding place is necessary for their educational and life skills needs to be developed. This will only be in exceptional circumstances if places are available and will be reviewed on a termly basis.
- c) If spaces are available for a short break provision they may be offered following consultation with the Head of Care and reviewed termly.

Policy reviewed October 2017