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PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall

Co-operative Academy

"Growth through Personal and Social Learning"

Statutory Policy File

ADMISSION POLICY

Index No: 08

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Our Core Values



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ADMISSIONS POLICY

1 ADMISSION CRITERIA

Our admission criteria are very broad and we are always prepared to consider any student, male or female, who is aged between 7 and 19, whose cognitive ability falls within the range from low average, through moderate learning difficulties, to severe or complex needs, and who has a statement of special educational needs. As a truly inclusive Academy, the diversity of the students we admit is very wide-ranging and it is probably easier to identify those students whose needs we would struggle to meet. However, children are individuals, not collections of syndromes and diagnoses, and we are always willing to consider an application in respect of any child or young person who would benefit from what we have to offer.

We tend not to admit students whose special educational needs are described as profound and multiple (PMLD), nor those for whom Social, Emotional and Mental Health (SEMH) difficulties predominate. In the case of the former we tend to lack the highly specialised equipment and adaptations that are required and for the latter group their behaviour might present a threat to some of our more vulnerable students. However, we do admit students with very complex needs, including those with epilepsy and medical conditions which mean they have mild impairment of mobility, such as hemiplegia or loss of muscle tone. We also know that many students with special educational needs, particularly those on the autistic spectrum, can have challenging behaviours which arise out of their learning difficulties and we have a very good track record in helping them learn to manage their own behaviour within the school context and the wider world.

2 AUTISTIC SPECTRUM DISORDER

In recent years, we have acquired an enviable reputation for meeting the needs of the growing group of children diagnosed with autism or autistic spectrum difficulties (ASD) and any student with speech language and communication needs. Such individuals benefit from our highly structured and integrated approach, utilising the strengths of the TEACCH system in classrooms and residential areas, and incorporating Speech, Language and Communication Therapy (SALT) and Occupational Therapy (OT) into every aspect of the 24-hour curriculum. Nonetheless, we would not wish to describe ourselves as an “autism-specific” school. We believe that all of our students benefit greatly from being in an inclusive community of very diverse individuals with positive modelling of behaviour and learning.

3 ADMISSION PROCESS

3.1 Admission Process: Information for Local Authorities:

3.1.1 Consultation

The more information you provide, the more accurate we can be in indicating whether or not we can meet the individual’s needs. At the very least, send us a copy of:

- the Statement of Special Educational Needs/or Education, Health and Care Plan
- the supporting documentation and
- the last 2 Annual Reviews.

If there are Speech and Language and OT assessments, please include these.

3.1.2 Consideration and Response

The Senior Leadership Team (SLT) meet every week and will assess the suitability of the Academy to meet the individual's Special Educational Needs. We will send our views to our Admission Panel (consisting of three Governors) who will consider our recommendation(s) as to suitability of a placement at Parkwood Hall. We will also provide you with a copy of our views, which should not be taken as a formal response at this stage, but will give you a clear indication of the Academy's views.

Student Liaison & Inclusion Manager will write formally to the commissioning LA with the decision of the Academy.

3.1.3 Placement Suitability Evaluation

If, in the professional opinion of the Academy, it is likely that the school can meet the individual's needs, then we will arrange a Placement Suitability Evaluation (PSE). This lasts 2 or 3 days (with 2 overnight stays for residential placements) following which we write a short report and make a decision about whether or not to offer a place. We may either:

- offer a place,
- offer a place subject to additional resources, or
- state that we are unable to offer a place, with reasons why.

Please note that we never offer a place unless we have carried out a PSE.

3.2 Admission Process Information for parents:

We always welcome visits and it is helpful if you can provide us with copies of any relevant information. However, we must be consulted formally by the Local Authority concerning our suitability to meet your child's needs.

APPROVAL

This policy was approved by the Curriculum and Strategy Committee on behalf of the Governing Body of Parkwood Hall School on 16-1-14

The policy was updated with minor changes on 8-2-16.

Signed _____

Principal

Signed _____

Chair of Governors