

Linwood School Admissions Policy

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1. Context

Linwood School is a day special school which comprises of a number of campuses.

Linwood Main Provision

Provides for pupils aged 3-19, with a comprehensive range of special educational needs:

- *Speech, language and communication needs (SLCN)* including pupils with Autism and Asperger's
- *Cognition and learning needs* covering a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- *Specific learning difficulties (SPLD)* which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- *Social, emotional and mental health needs*
- *Sensory and/or physical needs*

Woodford Campus

Provides for 24 pupils aged 5-11, with a comprehensive range of needs. This is a hub of Linwood Main provision.

Springwood Campus

Provides for 42 pupils aged 3-19, diagnosed with autistic spectrum condition and 18 pupils with Asperger's Syndrome aged 7-16.

Littlewood Campus

Provides for 12 pupils aged 2-6, diagnosed with Autistic Spectrum Condition.

Summerwood Campus

Provides for 30 students aged 16-19, who have a diagnosis of Higher Functioning Autism.

CHI- Classroom in the Heart of the Industry - industry programme

Provides for students aged 16-19, predominately for students with more moderate learning needs. The Programme is a blend of education and work-related learning and is based within industries at Marsham Court Hotel and Bournemouth Tesco Extra.

In formulating its Admissions Policy, Linwood School recognises the importance of adherence to the regulations and the spirit of the Special Educational Needs and Disability Discrimination Act (2005), The Human Rights Act (1998), The Race Relations Act (1976) and the Sex Discrimination Act (1975).

The process begins at the point at which an initial referral through the Local Authority Panel is received by Linwood School. The process is organised in such a way as to ensure that students coming into Linwood School have a sense of a warm welcome to their new school and that we get our professional relationship with field professionals off to a good start.

Our commitment to the student's education begins at the admissions panel and the foundations continue to be laid during the admission process thus setting the standard of the environment within which the student's care and education will take place.

2. Criteria for Admission

2.a) To be admitted to **Linwood Campus** (which includes **Woodford Campus**), a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission.

At Linwood main provision there are no prescribed place numbers relating to the category of learning difficulty or Key Stage.

The School may, in certain circumstances admit pupils beyond this number if the school is confident that in doing so the needs of the pupils in the group are not compromised.

Places are allocated on vacancies within groups rather than overall vacancies within the school.

2.b) In order to be admitted to **Classroom in the Heart of Industry (CHI)** project, a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission, working at Entry Level 1 and above in English and Maths.

Students must complete an application form and visit the provision.

If application form is successful students will be invited for a further visit of the provision with an informal interview.

2.c) To be admitted to **Springwood, Littlewood**, a student must fulfil the following criteria:

Clear description of the students' difficulties, this means that the pupil must:

- Have an EHC plan.
- Have a diagnosis of Autistic Spectrum Disorder.
- Be unable to tolerate their class and school environment (including break and lunchtimes) for a significant part of the day with support in a mainstream setting.
- Be unable to access school and classroom activities planned by their class teacher in a mainstream setting.

The students' presenting difficulties must indicate that:

- Despite high levels of support the student is not accessing learning in their present environment and is showing elevated levels of anxiety which prevents them from accessing a mainstream school. This may manifest itself with a high level of sensory dysfunction which compounds their anxiety and may prevent them from attending school.
- Their levels of anxiety and sensory dysfunction limit and seriously impair their everyday functioning;
- Without supports in place, deficits in social communication cause noticeable impairments;
- The student has difficulty initiating appropriate social interactions and demonstrates clear examples of atypical or unsuccessful responses to social interaction of others;
- May have decreased interests in social interaction;
- Has stereotyped or repetitive movements, phrases or periods of withdrawal which increase when anxious;
- Has difficulty with transitions;
- Excessively rigid or rule bound in behaviour and thought;
- May be overly perfectionistic;
- Has unusual fear which create high anxiety;

- Hyper or hypo - reactive to sensory input, including vestibular and proprioception which is difficult to regulate in a mainstream classroom/school or resourced provision and is significantly impacting on their ability to learn.

In addition they may have:

- Abnormal social initiations e.g. intrusive touching; shouts; stands and stares; joins in a conversation without waiting - interrupts;
- Uses others as a tool to get what they want;
- Poor pragmatic use of language e.g. doesn't realise when they have been misunderstood, does not provide background information;
- Does not initiate conversation unless on a topic of special interest to them;
- One sided conversation / monologues/ tangential speech;
- Finds sharing of objects, space difficult;
- Failure to share enjoyment, excitement, or achievements with others;
- Does not show pleasure in social interactions or becomes anxious and becomes overly quiet and withdrawn in social situations;
- Finds joining in with social games difficult without significant help;
- Inappropriate questions or makes socially inappropriate statements;
- Difficulties in making friends, has an interest in friendship but lacks understanding of social conventions e.g. is extremely directive or overly passive.

2.d) To be admitted to **Summerwood**, a student must fulfil the following criteria:

- Have an EHC plan working at Entry Level 2 and above in English and Maths.
- Have a diagnosis of Higher Functioning Autistic Spectrum Disorder/Asperger's Syndrome.
- Students will need to visit the provision. Taster days may be required to assess suitability of the programme.

Challenging Behaviour across Campuses:

If a student currently exhibits or has a history of exhibiting challenging behaviour, the following criteria should be met:

- Pre-placement risk assessment indicates that the hazards in the behaviour can be managed so as to avoid significant harm to the student and others.
- Pre-placement risk assessment indicates that the hazards can be managed so as to avoid unacceptable harm, fear or abuse of others and unacceptable damage.
- If the student needs or might need to be withdrawn from situations in which challenging behaviour is likely to be displayed, there is an adequate withdrawal space near the student's class
- The Local Authority is willing to fund the staff assessed as necessary to manage the student's needs
- The school is confident that the student can make progress in respect of his challenging behaviour with existing levels of experience and expertise person.

3. Admission Process

The school accepts children and young people from Bournemouth, Dorset, Poole and Hampshire.

Parent/ carers and their child have an opportunity to visit the school and appropriate phase. Visits can be arranged by contacting the School Office at the relevant Campus.

All parents/carers are informed that they are welcome to return at any time for a second visit and/or to talk further with the Executive Headteacher and/or a member of the Senior Leadership Team.

If parents/carers would like their child to be considered for placement at one of the Linwood Campuses then they need to notify the Headteacher and SENCO of their current School, if applicable, and the SEN Team within their Local Authority.

A termly panel meeting is held which is chaired by Bournemouth Local Authority SEN Team and the Executive Headteacher and Senior Leaders from the Linwood Campuses attend.

Places are offered subject to availability and to the suitability of the placement to meet a child's educational needs.

We reserve the right to make a professional judgement about where we place our students in the School and any changes that are made will be done after considerable thought. The decision to move a student from within the main Campus to other Campuses are, and will be, very rare but in doing this it will provide an additional space at Linwood Campus for an external referral.

An essential requirement of a student joining the school is that parents/carers wish to develop a sense of mutual co-operation on behalf of their child. Parents/carers will be requested to sign the School's Home / School Partnership Agreement although admission is not dependent on signing the document.

When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent to the parents by the Local Authority.

The authority will then inform parents regarding transport arrangements.

On occasions the Local Authority may request for a pupil to be placed on an assessment basis. The Executive Headteacher, in conjunction with the Senior Leadership Team, will make the decision to agree to or decline the request. The duration of the assessment placement and a review date will be set before the pupil starts and a decision will be made at the end of the placement whether the school is an appropriate provision to meet the needs and a place can be offered.

In addition to make the right decision, school representatives may visit the student in his/her current setting, observe his/her functioning and assess the suitability to meet the child/young person's needs at Linwood School. (*Attachment 1*)

Issues relating to offers of a place by the Local Authority which conflict with parental preference for an alternative provision will be dealt with by the appropriate Local Authority.

4. Exit Criteria from Linwood School

Exit from Linwood School will be considered at Annual Review or Interim Review if the pupil or young person is able to demonstrate that they can or are likely to be able to learn in a different setting but at present still demonstrates a need to:

- Work in calm, non-distracting work space with clear visual structure;
- Access specific teaching approaches;
- Access speech and language therapy approaches to address the areas of communication difficulty described above;
- Access specific support to address sensory issues (for example, toileting, sensory integration, limited food preferences);;
- Access specific support to address significant and persistent behavioural issues;
- Access a high level of dedicated social and emotional support;
- Potentially a new or additional changing need has been identified which cannot be met in the current provision.

5. Preparation for Admission

The senior administrator will send out an admission pack and welcome pack which must be returned in full before admission.

The Leaders of the each Campus and Phase leaders will liaise and make arrangements to contact the school and family to make arrangements for a transition plan. This will include passing on details of the daily education arrangements.

The Phase leaders and allocated teachers will ensure that:

- education files are set up
- teaching staff are fully prepared
- school kitchen is made aware of any dietary considerations
- the annual statement review date is known or if not scheduled a date is set
- information from the previous school is received
- a full risk assessment is in place

The Senior Administrator will ensure that:

- a central file is set up - purple folder
- the school nurse has all relevant information

The school nurse will ensure that:

- the student is promptly registered with the local GP.
- we have a record of all immunisations
- we have a record of all medication taken by the student

The Phase leader will assist in ensuring that:

- an individual risk assessment is completed and sent home for approval by the teacher within the first half term.
- Individual behaviour guidelines as necessary are written by the teacher within the first half term -
- if necessary an RPI risk assessment is written along with a specific behaviour intervention plan if appropriate

6. Admission

On arrival on the day of admission the following procedures should take place:

- the student should be given an induction to the Campus
- all declared medication must be checked in

Within the first week:

- the student should be made aware of the fire procedures
- At CHI students will have induction in health and safety, fire procedures and customer service within the industry basis.

Within the first term:

- the Campus should have an unannounced fire evacuation drill which includes the new student

The Leader of each Campus will ensure that:

- class lists are updated
- staff are aware of the staffing support levels
- the student is inducted into school

The Senior Administrator will ensure that:

- the student is added to the school admissions register - integris

The School Nurse will ensure that:

- all medical records are completed

Appendix 1

Linwood School Pre-admission observation

Student's Full Name			
Date of Birth			
Address			
Placing Authority & contact details			
Social Worker & contact details			
Education Officer & contact details			
Placement officer & contact details			
Legal Status Section 31 – looked after Section 20 - accommodated			
Who Has Parental Responsibility			
On Child Protection Register?			
Ethnicity			
Religion			
Language Spoken or non verbal			
Current GP			
Respite Details			
Family Composition			
Full Name	Relationship	Contact Arrangements	
Interactions with			
With Peers			
With Family			
With Carers			
With School Staff			
Educational History (starting with most recent)			
Name & Address of School	Dates	Reason for move	Was SEN in place

Academic Levels:			
Health Needs			
General Health			
Physical Developments, milestones			
Any Medical Diagnosis			
Medication			
Smoking / Substance misuse			
Allergies			
How is pain expressed?			
Breathing and circulation			
Skin			
Mobility			
Oral Hygiene			
Eyes and vision			
Ears and hearing			
Dietary Needs			
Food Likes			
Food Dislikes			
Special Dietary Needs			
Independence Skills			
Food allergies/Intolerances			
Self-Care Skills / Intimate Care			
Personal Hygiene			
Dressing			
Toileting			
Sanitary Needs			
Personal Care			
Bath / Shower			
Bedtime			
Night time routine			
Special Interests			

Preferred Activity		
Disliked Activity		
Self-Occupation		
Routines, Daily and Ritualistic		
Communication		
X= not shown	O = occasional	/ = shown regularly
Verbal	/	Level: (single words, sentences) Expressive language- Receptive language -
PECS	X	Phase:
Signing	X	Type:
Physical		How:
Gestural		How:
Other		
Identity & Social and Emotional Assessment		
Social presentation		
Self Esteem and Identity		
Likes / Dislikes		
Capacity to Engage with Others		
Ability to Show Empathy / Sympathy		
Has an Understanding of Cause and Effect		
Ability to Play with Peers		
Ability to Self-Occupy		
Signs of Being Born Substance Dependent		
Degree to which own Feelings can be Identified		
Other Significant findings /Observations		
Behaviour		

X= not shown O = occasional / = shown regularly	School	Home	Respite	Details
Aggression				
Violence to Others				
Self-harming				
Damage to property				
Anti-Social Behaviour				
Obsessions/ Rituals				
Triggers				
Warning Signs				
Behaviour Management Techniques	Physical intervention?			
Motivators / Reinforces				
Further Information				
Sensory Issues				
Auditory				
Visual				
Touch				
Tastes				
Smells				
Vestibular				
Proprioceptive				
Particular Anxieties				
Self-Regulation				
Further Information				
General				

Phobias				
Danger Awareness				
Transport and Travelling				
Further Information				
Initial Outline Risk Assessment (see guidelines attached)				
0-1 = LOW RISK, 5-8 = MODERATE RISK, 9-12 = SUBSTANTIAL RISK, 16 = HIGH RISK				
Behaviour				
Sexually Inappropriate Behaviour to Peers				
Sexually Inappropriate Behaviour to Adults				
Self Harm				
Vulnerability in the Community				
Vulnerability in the School / Home				
Health / Medication				
Fire Setting				
Unauthorised Absence				
Danger Awareness				
Swimming				
Other Areas of Risk / Concern				
Previous Assessments				
	Y / N	Date	Report Received	Further Information
Statement of SEN				
Annual Statement Review				
PLP/IEP				
Functional Assessment				
Speech & Language /Communication				
Psychologist				
CAHMS / Psychiatric				
Medical				
Sensory				

Occupational Therapy				
LAC Review				
Respite care reports				
Risk Assessments				
Other				
Admission Details				
Full time/Part time				
Other				
Preferred Start Date				
Staffing Support Recommended		Implication for staffing and resources		
Locator number		Additional support?		
Any Further Action Required				
Future expectations				
Can Linwood meet the individual needs?				
Yes/No			If No, reasons why:	
Name of those observing:				
Date of observation:				
Date notes completed:				
Observation completed by:				

Letter confirming placement would not be suitable

Dear

Re:

having had the opportunity to meet and discuss fully with our Senior Leadership Team I would like to make the following comments:

- Details of why the placement may not be suitable

As a result, we are not fully confident that Linwood School would be the most appropriate placement for

I know this will come as a disappointment to you but would like to make the following suggestions:

- Include other schools to look at, request for re -assessment of need if appropriate etc

If we can be of any further assistance, please do not hesitate to contact me.

Yours sincerely