



ADMISSIONS POLICY

INTRODUCTION

This document describes, within the context of Hillingdon's commitment to inclusive education, the process whereby pupils are admitted to Hedgewood School.

Hillingdon council is committed to providing opportunities for all children to benefit from the education available in schools. Where possible, children with special educational needs will be supported in their local school, working alongside their friends and other children from the local area. A range of primary and secondary schools have specialist resource provision. Some children with very specific educational needs may attend an additionally resourced school, where specialist provision is available, such as Hedgewood School. For those children who will benefit from a particularly specialised education, places are only available for those children with appropriate Education, Health and Care Plans (EHCPs)

1. National context

1.1 The Special Educational Needs and Disability (SEND) Code of Practice (2014) sets out guidance aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in their school communities. For the vast majority of pupils, a mainstream setting will meet all their special be appropriate. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality of specialist teaching and support including therapies and is compromised by anything less.

1.2 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training
- make real progress in respect of their EHCP outcomes

2. School profile

2.1 Hedgewood School is currently designated as a primary school for pupils with

autism and complex moderate learning difficulties. Children usually attend from Reception age onwards. Many of the pupils have multiple difficulties, which include sensory and/or physical, medical, behavioural, emotional and social needs.

- 2.2 The school is divided into three key areas: EYFS & KS1, Lower KS2 and Upper KS2. Classes are vertically grouped and most children are kept within their Key Stages. There may be some exceptional circumstances where this is not in the child's interest.
- 2.3 The school is funded for 148 pupils (although this can change according to pupils leaving or arriving) and class groups are organised on the basis of age, identified needs and pupils learning styles.

3. Admissions criteria

Hedgewood School pupils are referred to the school following a multi-professional assessment arranged through Hillingdon Local Authority.

- 3.1 All our pupils have an Education, Health and Care Plan (EHCP) or a Special Educational Needs Team are in the process of changing a Statement of Special Educational Needs to an EHCP plan. These identify the specific needs of each individual pupil and the provision that he/she will have access to in school. Additional needs, for some pupils, are identified through regular in-school assessments and, if required additional input from outside school, are raised at an Annual Review meeting.
- 3.2 We would expect consideration of whether special educational provision is required should start with the desired outcomes for a child in mind. This should include the expected progress and attainment and the views and wishes of the pupil and their parents. It should then help determine the support that is needed and whether it can be provided by Hedgewood School.
- 3.3 Pre-school age children are likely to be functioning at significantly below their chronological age. They may have an inconsistent development profile. Observational assessment may demonstrate that these children are unlikely to be able to access the mainstream curriculum and/or interact with their peers even with reasonable adjustments and with considerable support.
- 3.4 Factors determining whether Placement is appropriate
 - That they meet the criteria as above
 - The effective and efficient use of resources, e.g. space, class numbers and needs as well as staffing ratios
 - Compatibility with the education of other pupils
 - Discussion and consideration of the assessment document by Hedgewood.
- 3.5 The school follows the SEN Code of Practice for Admissions. There is always need to achieve for a manageable "balance" within teaching groups that will impact on class size, grouping of children and staff ratio. This

encompasses all issues in relation to the equality of opportunity and compatibility so that the best teaching and learning environment can be maintained.

4. Referral Process

- 4.1 Parental involvement is vital to the admissions process. They are encouraged to visit the school, prior to admission, to see if the school is able to meet their child's needs and to meet the staff who would be working with their son or daughter.
- 4.2 If special school provision has been recommended as appropriate, the SEN Assessment and Review Service will submit copies of the relevant documentation, including a copy of the draft educational healthcare plan or statement, to the school, requesting the Headteacher to consider the child for admission and to invite parents to visit the school. (We do not usually advise bringing your child on your first visit to the school.)
- 4.3 The SEN Assessment and Review Service, acting on behalf of the Authority, will inform parents of the special school placement offer, and amend the child's statement/ EHCP to this effect.
- 4.4 Local Authority will notify parents and carers of the starting date and any transport arrangements if a place is offered and accepted. Provision for each pupil will be considered at the Annual Review/ EHCP review meetings.
- 4.5 Neighbouring Local Authorities can apply for places.
- 4.6 The Authority determines, in consultation with the schools, the number of places to be funded at each special school annually. Each school will create a class structure for this set number of pupils. If in the course of the year all funded places are filled and the Authority wishes to place additional pupil(s) at the school, this will be subject to negotiation with the school concerned, recognising accommodation constraints and the needs of pupils already on the school roll. Appropriate additional funding will be triggered for placements over and above place-funded numbers.

5. Once a placement has been agreed the school will:

- 4.1 Make a visit to your child's current educational provision and/or visit you at home to gain further information for your child's transition into school. If your child has an annual review meeting we may also attend this as part of their transfer to Hedgewood School.
- 4.2 Several Transition play and stay days will be arranged as well as new parent coffee afternoons.
- 4.3 You will also be introduced to our Family support Team and our Therapy Teams.

Help and advice

Currently all admissions to the school are filtered through the Special Educational Needs Team at the Civic Centre, Uxbridge. Kindly telephone 01895 558631. The Team will be happy to clarify the assessment and admission processes. Places at the school are in demand so early contact is advised.

Special Education Needs Team
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High Street
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