



Hedgewood School

ADMISSIONS POLICY

Hedgewood school is currently designated for pupils with Complex Moderate Learning Difficulties including Autism. **However, the vast majority of our pupil population are autistic and the school is looking for a Local Authority led re-designation to clarify this point.**

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

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 'being out of phase' in the child's interest. This would always be the subject of a discussion with you.

Pupils are also allocated to the curriculum pathway that will best meet their needs as follows:

- Core,
- Foundations for Life (F4L) or
- Essentials for Living. (EfL)

The school is expanding and is currently funded (2020-21) for 150 pupils although we have 182 on roll. Class groups organisation is on the basis of age, identified needs and congruency with one of our curriculum pathways.

This policy sets out the process to on roll status at Hedgewood Maintained Primary Special School.

Admission Prerequisites:

- Your Child must have an Educational, Health and Care Plan (EHCP) in place.
- You must have been in contact with the Hillingdon SEND team to indicate your school preference as they are required to formally contact us to request consideration of any placement.
- We must have capacity to meet the range of EHCP needs in respect of overall numbers on roll, year group capacity and pathway

Please be aware that the vast majority of our young people are autistic along with additional and often complex issues around learning.

The school follows the SEND Code of Practice for Admissions. More detailed information is set out below.

Admissions Process Guidance

We know that this can be a testing time emotionally for families and hope that we can keep the process as stress free as is possible.

We agree that all children and young people are entitled to an appropriate education that is one that is best able to their needs, promotes high standards and the fulfilment of potential.

This should enable pupils to:

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

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

All our pupils have an Education, Health and Care Plan (EHCP). This should identify the specific needs of each individual pupil and the provision that he/she will need access to in school. Pupils are funded by the commissioner (usually the Local Authority-LA) through a banding system and agreed with the school.

Any additional needs that are identified through in-school assessments are raised formally at an Annual Review meeting.

We expect to work amicably, effectively and in a person focused way with the LA, parent/carer with the desired EHCP 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. This, along with the full range of professional reports and our initial pupil assessments should then help determine the support that is needed and whether it can be provided by Hedgewood School.

Pre-school age children are likely to be functioning at significantly below their chronological age. They may also 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 considerable support.

Factors determining whether placement is appropriate

- An EHCP is in place
- Hedgewood have considered a full range of pupil information and completed an assessment.
- The school believes it will be an effective and efficient use of resources, e.g. space, class numbers and needs as well as staffing ratios
- The school believes that there will be good compatibility with the education of other pupils.
- School and LA have agreed Top Up funding

There is always need to achieve for a manageable, safe “balance” within teaching groups that will impact on class size, grouping of children and staff ratio determined by Risk Assessment.

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

Parental involvement in the Admissions Process

Parental involvement is vital to the admissions process. They are encouraged to visit the school, prior to admission (*suspended due to Covid and replaced by a virtual tour on our website*), or if it is agreed that Hedgewood is thought able to meet their child's needs, to meet the staff who would be working with their son/daughter. We can also arrange Zoom contacts and very occasionally a socially distanced meeting.

If special school provision has been recommended as appropriate, the SEND Assessment and Review Service will submit copies of the relevant documentation, including a copy of the draft Education, Health and Care plan to Hedgewood, requesting the Headteacher, (a function delegated by the Governors) 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. *Suspended due to Covid*)

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 EHCP to this effect.

If a place is offered and accepted, the Local Authority will notify parents/carers of the starting date and any transport arrangements (if the home to school transport criteria are met).

Provision for each pupil will be considered at the Annual Review meetings.

The Authority determines, in consultation with the schools, the number of places to be funded at each special school annually. Each school creates 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 in full recognition of any accommodation constraints and the needs of pupils already on the school roll.

Appropriate and agreed additional funding will be triggered for placements over and above place-funded numbers.

Once a placement has been agreed the school will:

- Make a visit to your child's current educational provision and/or visit you at home (currently suspended due to Covid), to gain further information to assist your child's transition into school.
- Several Transition play and stay days will be arranged (suspended) as well as new parent coffee afternoons (suspended but now via Zoom).
- Introduce you to our Family Support Team and our Therapy Teams (*now via Zoom or the website*).

We hope this helps you on your journey

