



HEDGEWOOD SCHOOL

# Admissions Policy

2020 - 2021

September 2022

# 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 Autism Spectrum Condition including Complex Moderate Learning Difficulties.**

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

The school is divided into key areas: Pre Phase 1, (3 classes), Phase 1(6 classes), Phase 2 (9 classes) Phase 3 (3 classes): 21 classes in all. Classes are vertically grouped and this means that whilst most children are placed within their Key Stage, some pupils may work out of phase. There are also exceptional circumstances where 'being out of phase' in the child's best interest. This would always be discussed with you.

The curriculum at Hedgewood is focused on developing the essential knowledge, understanding as well as the social skills children will use in everyday activities – basically those essential life skills – thus establishing the foundations for life-long learning.

- Phase 3
- Phase 2
- Phase 1
- Pre Phase 1

The school has expanded and has a place factor of 190 with 191 pupils on roll.

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

## **Admission Prerequisites:**

- Your Child must have a current Educational, Health and Care Plan (EHCP).
- You must have been in contact with the Hillingdon SEND team to indicate your school preference
- Hillingdon SEND then may formally contact us to request consideration of placement.
- We respond on the basis that we have/do not have capacity to meet the range of EHCP needs as well in respect of overall numbers on roll, year group capacity and Phase, all of which may impact on the efficient delivery of education of those already on roll and their welfare.

Please be aware that the vast majority of our young people have autistic spectrum condition along more complex issues that impact on learning 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 and the fulfilment of potential.

This should enable pupils over time to:

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

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

All our pupils MUST 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 Top -up banding system. The pupil's individual tariff is agreed with the school in order to meet needs. Hillingdon LA funds 190 places.

Any identified additional needs that require extra financial support, are raised formally at an Annual Review meeting.

We strive 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 incorporates the expected progress and attainment as well as the reasonable views and wishes of the pupil and their parents. The full range of professional reports alongside the school initial pupil assessments, determine the support that is needed and whether that support 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 recent and relevant pupil information and completed an assessment.
- The school believes that placement would not jeopardise the education of others on roll, and that it will be an effective and efficient use of resources. This would involve a consideration of space, class numbers and therapy needs as well as staffing ratios
- The school believes that there will be good compatibility with the education of other pupils and that the pupils already on roll would suffer no educational detriment.
- 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 a 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**

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 the Headteacher) to consider the child for admission.

Parental involvement is vital to the admissions process. They are encouraged to visit the school, prior to admission. ***During the recent pandemic, our virtual sessions were very well received. We ask that parents sign up for a virtual session as the first part of the process after which we can arrange further tailored contacts.***

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 providing the home to SEND school transport criteria are met .

Provision for each pupil will be considered at each Annual Review meeting.

The Authority determines, in consultation with the schools, the number of places to be funded at each special school annually. Hedgewood's current Place Factor is 190.

**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 the 3% threshold of place-funded numbers.

**Once a placement has been agreed the school will:**

- We will make every effort to gain pertinent information that will assist your child's transition into school.
- A number of short, transition Play and Stay dates will be arranged, as well as new parent coffee afternoons.
- Get you started with our SEESAW app
- Get you onto Parentmail
- Assist with uniform and necessary form filling
- Introduce you to our Family Support Team Therapy Teams (*on our website*).
- Introduce the class team
- Introduce the Therapy team
- Introduce the office/reception team
- Provide you with detail of school meals
- Let you know about Extended school activities
- Ensure that you know the detail of our school day,
- Make you aware of key policies such as Safeguarding, Attendance, Complaints & Intimate Care

**We hope this helps you on your journey**