



Admissions Arrangements

Dec 2022

(Review Dec 2023)

Introduction

Houghton School is a primary special school for children with moderate learning difficulties and complex Special Educational Needs.

The school caters for children from Reception to Year 6 who have an Education, Health and Care Plan (EHCP) which identifies a learning difficulty which is a result of a cognitive impairment rather than a learning delay caused by other factors (such as behaviour, non-attendance at school etc).

The children's identified needs will be complex and significant in at least two areas of need as described in the Special Educational Need Code of Practice.

Children are provided with an appropriately paced and differentiated curriculum. The school is accessible for wheelchair users and is on one level.

The Local Authority (LA) is the admissions authority. The school currently has places for 134 children. Occasionally the school may be required to take additional children.

Staffing levels are enhanced so that children are usually taught in classes of up to 15 with a teacher and at least two Teaching Assistants and an appropriate number of additional teaching assistants to meet the needs of the class group.

The school receives advice from a range of health professionals in order to meet the needs of the children.

Referral Routes

Children may be considered for placements:

- Following a Statutory Assessment or as a provision within an EHCP.
- Following an Annual Review.
- On arrival into the LA having previously attended a specialist provision or special school.
- Following a parental request.
- In exceptional circumstances e.g. sudden trauma.
- Following a request from another LA.

Evidence to support the need for a special school place:

There will be evidence from a range of agencies that a special school placement is appropriate which will include an educational psychologist's opinion where possible.

The views of the parent and the child will be considered.

Entry Criteria
1. The child has persistent, complex and long-term learning needs
<p>Attainment levels for children are expected to remain significantly below age related expectations throughout their primary education.</p> <p>Standardised development assessments fall at or below the first percentile.</p> <p>Whilst it is expected that children entering Haughton School will have a spiky profile, a guideline for attainment on entry is as follows:</p> <p>Reception children would be expected to be working within an 18–26-month level across most areas on entry and to be showing communicative intent with an ability to follow instructions at a minimum of 2 information carrying word level.</p> <p>Key Stage 1 children would be expected to be working approximately 2 years below age related expectations (approximately 36-60 months)</p> <p>Key Stage 2: children would be expected to be attaining significantly below age related expectations and working within a range of pre-Key Stage 1 Standard 5 to Year 1 age related expectations</p>
2: All reasonable steps have been taken to meet the child’s needs
<ul style="list-style-type: none"> • There needs to be clear, demonstrable evidence that all reasonable steps have been taken to meet the child’s needs in their current setting as recommended in the SEN Guidance and their EHC Plan (graduated response). • It is expected the child’s current school will have followed, monitored, and adjusted as necessary, highly specialist interventions advised by multi-agency professionals for at least 2 terms. • Inadequate progress is recorded despite appropriate interventions (where adequate progress is defined by the SEN Code of Practice 6:49)
3: Learning levels and curriculum needs
<p>Learning difficulties in most curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts</p> <p>The child would benefit from a highly differentiated curriculum in smaller classes which is not available in mainstream despite additional TA hours and intensive support. Typically, the child’s needs will have already been supported through a high level of additional resources.</p>
4: Expectations for a child entering from a mainstream school
<p>There will be evidence from a range of agencies that a special school placement is appropriate which will include an educational psychologist’s opinion where possible. There should be clear evidence that all reasonable steps have been exhausted to support the child’s placement in mainstream and these have not been successful. It is expected that the mainstream school will have followed, monitored and adjusted (as necessary) highly specialist intervention advised by multi-agency professionals for at least two terms.</p>

5: Expectations for a child entering from a specialist provision

The school will be able to provide evidence that the child has progressed beyond the admissions criteria for their current setting and meets the level of cognitive functioning identified earlier.

The child is predicted to be able to work successfully in a class size of up to 15 children, with appropriate levels of support and will be demonstrating learning behaviours associated with a child with moderate learning difficulties.

6: Voice of the child

- Children have a right to express an opinion and to have that opinion considered in any matter affecting them. Their views will be given due weight according to their age, maturity and capability by the admissions panel.
- It is clear (where applicable from the All About me section of the EHC Plan) how attending will support the outcomes the child aspires towards.

7: Parent views

The parent expresses a preference for special school placement which is agreed by Moderation Panel

Or

The parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the *'incompatibility with the efficient education of other pupils'* (Education Act 1996).

8: Additional considerations

Haughton school agrees they can meet the needs of the child in the particular year group/Key Stage

To offer a place is in line with the efficient use of resources and effective education of the child and other children.

Prioritising Placements

If there are more children who meet the criteria than available places the following priorities apply:

The child doesn't have a current school place (this would include those children who move into the local authority).

The child is a Child in Care (CIC) and there is evidence that the placement will be appropriate to meet their needs.

The current placement is unable to successfully meet the child's needs despite implementing multi-agency advice over an extended period of time (2 terms).

The child is resident in Telford and Wrekin.

Monitoring & Review

Every child's progress will be reviewed at least termly, and an Annual Review meeting will be held within 12 months of the current EHCP being issued or the previous Annual Review meeting. The child (if appropriate) and his/her parents will be involved in all reviews.

Exit Criteria

The following circumstances would always lead to a placement review:

- If a child has progressed to such an extent, they could thrive in specialist hub setting appropriate to their identified area of need.
- If a child has progressed to such an extent, they could thrive in mainstream classroom on a full-time basis, with appropriate support.
- If a child is not progressing or is showing signs of regression.
- End of primary education (Year 6).
- If a parent requests the view that a change of provision is needed.
- There is a consensus view that the priority need could be best met elsewhere.
- The child's behaviour is a significant threat to the health and safety of staff and/or other children.