	Admissions Policy (Joint)	

Date	Review Date	Coordinators
December 2021	September 2022	Lisa Leonard Joe Creswick

Policy Aims and Objectives

To provide guidance for staff, parents, governors and other stakeholders on admission criteria to the school.

Provision

The Chiltern School/Ivel Valley School are Central Bedfordshire Local Authority community special schools.

We provide provision for learners identified as having Special Educational Needs and Disabilities (SEND) from the ages of 2-19. We are committed to providing, for all individuals, a positive ethos and equality of education that will facilitate the development of self-confidence, strategies and skills for successful learning, and the ability to use them in all aspects of life.

Our curriculum is highly differentiated to provide for individual needs. This is supported by a multidisciplinary team which includes speech and language therapists, occupational therapists and physiotherapists. It is very important that we work in partnership with families in order to provide the best outcomes for our learners. We expect families to attend scheduled meetings across the year in order to support their child's learning and development.

Admission Criteria

On considering an application we will make explicit reference to the SEND Code of Practice 2015. A young person is eligible to be offered a place at The Chiltern School/Ivel Valley School if they meet the following criteria:

- All children admitted to the school have an Education, Health and Care Plan or are undergoing a statutory assessment of their needs. Children can be admitted at any stage of their school career.
- The needs of the learner could be met within our schools resources without adversely affecting any other learner currently attending.
- There is a consensus among professionals that the learner would benefit from Special School Provision which is discussed at the SEND Forum.
- The needs are significant and affect most areas of learning. Scores in the Early Years and Foundation Stage would generally fall between 0-26 months and at age 11 the learner will be functioning significantly below age expectations (traditional assessment might put this at around P6) however, this is just a guide and each individual case will be examined. Most pupils will not access the National Curriculum.
- Learners will have **complex needs**. Children and young people with complex needs include those with co-existing conditions or profound and multiple learning disabilities (PMLD).
- Learners may also have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication.
- Learners have **severe language and communication difficulties** and **significant learning difficulties,** including children whose needs lie within the autistic spectrum, the severity of which is such that a mainstream school or ARP cannot provide for their needs, even with additional support, at the particular time at which they are admitted
- Many pupils will have additional sensory or physical disabilities, complex health needs or mental health difficulties.
- Pupils whose primary need is SEMH are not considered appropriate.

Applications

All applications to the school must come via the Central Bedfordshire SEND Team.

We do not accept direct applications to the school as all places are allocated through the SEND Forum. This ensures that every child has their individual case considered.

We do not have a waiting list, all cases need to be considered at the SEND Forum.

Oversubscription Criteria

As the school is oversubscribed, the headteacher/principal will operate a planning list and inform interested parents and/or the local authority as and when a suitable vacancy may arise. In this instance the headteacher/principal will give priority to children:

- who are, or have previously been, in care or looked after;
- who have a brother or sister at the school;
- who are not currently in education;
- who have degenerative or life limiting conditions;
- whose needs can best be matched at that time by the expertise in the school.

Admissions Process

1. We are always delighted to show parents around and to explain more about the school.We always invite parents to see the school. In many cases parents visit the school during the initial assessment period in order to help them to make an informed decision about schooling for their child, please note; these visits may be group visits due to the high demand for places. We ask you don't bring children around as it may give false expectations and we try to limit the impact on the children in class.
2. Parents should register their interest in The Chiltern School/Ivel Valley School with a SEND Officer at the CBC SEND Team. Formal consultation papers will be considered and decision making is made in consultation with the SEND Forum.
3. Other Local Authorities should also follow this process, all requests will come through the SEND Forum.
4. The school will review EHC Plan to assess need and establish whether the appropriate level of support can be provided
5. A visit to see the young person in their current educational or home context may be arranged to support decision making
6. If the school has a place and can meet the child's needs effectively and efficiently, then an offer subject to agreement for education and health provision, will be made.
7. A place is offered and a transition programme for the child or young person is developed;
8. The school will arrange transition meeting
9. A start date will then be set
10. A multi-disciplinary review meeting will take place no later than 12 weeks after the child or young person has started.
11. On starting we require a Home School Agreement to be signed by parents and the school, setting out each other's responsibilities.