



ROWDEFORD SCHOOL

POLICY ON ADMISSIONS

(DEVELOPED IN COLLABORATION WITH THE LOCAL AUTHORITY)

RATIONALE

Precise Admissions Criteria, which clearly reflect its Terms of Reference, are essential if the school is to fulfil a tenable role within the spectrum of the Local Authority's provision for pupils with Special Educational Needs. Precise Admissions Criteria, and thus Terms of Reference, are also fundamental to ensuring that the school provides its pupils with their entitlement and meets their individual Special Needs.

1. AIMS

- 1.1 To clarify to all concerned the school's 'Admissions' and 'Exit' criteria.
- 1.2 To clarify to all concerned the nature and role of Rowdeford School.
- 1.3 To enable the school to work within clear and tenable Terms of Reference.

2. IMPORTANT PRINCIPLES AND GUIDELINES

2.1 Rowdeford primarily caters for pupils with complex learning difficulties who, because of their additional needs:

- Have significant difficulty accessing the National Curriculum
- Present as having complex learning difficulties and social communication difficulties
- Require structured support to develop more age-appropriate social, behavioural and independence skills.

The school has also developed specialist provision for pupils with Autistic Spectrum Disorders.

2.2 Rowdeford School is able to offer a residential curriculum (Monday morning until Friday afternoon) for selected pupils. The residential curriculum is available for pupils where the LA and school agree that they would make significant gains in the areas of:

- Social and behavioural skills
- Self-worth and confidence
- Independence
- Life and vocational skills.

2.3 The school environment contains steps and stairs. Any possible adaptations or arrangements that need to be made to provide physical access for pupils will be considered on an individual basis by the Governing Body of Rowdeford School and Wiltshire LA.

2.4 Rowdeford School aims to help its pupils progress to a level of academic and social functioning that enables them to live and learn within their own local community.

2.5 In order to be admitted to Rowdeford School, and thus benefit from placement, pupils must fulfil the criteria set out in 3 below, 'Admissions Criteria'.

- 2.6 When a pupil meets the 'exit' criteria set out in 4 below, the school will automatically call a review of his/her Statement of Special Educational Needs, under the 1996 Education Act. The focus of the review will be to draw up a plan that will enable the pupil to successfully continue their education in a mainstream setting.

3 ADMISSIONS CRITERIA

- 3.1 In order to be admitted to Rowdeford School, pupils' attainments in the areas of the national curriculum, attention and independence and organisational skills must comply with the following criteria.

- At the end of Key Stage 2 pupils will have followed a relevant programme of study below their chronological age, and will therefore be working below the standard of the end of Key Stage 2 tests in English and Mathematics. Pupils will be functioning at p7 or above in most areas, and will be teacher assessed using the p levels or pre-key stage standards at foundation. Pupils may also be able to access some elements from the early development stage – see Appendix 1, attached.

Rowdeford School is not appropriate for children who, upon entry, have completed the relevant programmes of study for their chronological age, and are therefore working at the standard of end of Key Stage 2 tests. In addition, it is not a suitable placement for pupils with a teacher assessment of pre-key stage growing development.

- Pupils must be able to access a secondary school curriculum that is differentiated for complex learning difficulties and pupils with social communication difficulties or Autistic Spectrum Disorders. This will involve working in classes of approximately twelve students, with one teacher and one teaching assistant, small group support and support from Individual Education Plans, if necessary.
- Pupils must be able to:
 - Concentrate, listen and respond to individuals in a small group and communicate simply about matters of interest.
- Pupils must have acquired some independence and organisational skills, including:
 - An awareness of the structure of familiar routines and activities, and be beginning to organise themselves independently
 - Participating with others in the planning of simple routines and carrying out tasks in familiar contexts
 - Identifying the resources required for familiar, routine activities (with support), e.g. taking the necessary equipment to a particular lesson, and for completing homework, etc
 - Carrying out a sequence of simple self-care activities reliably, eg changing for Physical Education, using the toilet appropriately, eating with peers with general adult supervision, etc

- 3.2 Additionally, their needs will cause them to require provision that may include:

- Access to trained, specialist staff
- A curriculum founded on communication
- Individualised teaching, based on multi-sensory approaches
- Structured/explicit social skills training
- Intensive speech and language support
- A tightly structured school day
- Visual prompts

- A low level of sensory stimulation
- A physically secure environment

3.4 At Rowdeford School all pupils have a degree of vulnerability. This could include:

- Physical vulnerability
- Emotional vulnerability
- Social vulnerability
- Sexual vulnerability

4 EXIT CRITERIA

When a pupil meets the following criteria:

- Able to access a programme of study appropriate for their chronological age, together with
- A level of social functioning that would enable them to access the social curriculum within a mainstream school, e.g. the ability to interact positively with peers, act independently in familiar situations, etc

the school will automatically call a review of his/her Statement of Special Educational Needs under the 1996 Education Act, to draw up a plan that will enable the pupil to successfully continue their education in a mainstream setting.

5 EQUAL OPPORTUNITIES

The school welcomes all applicants who meet the Admissions criteria regardless of age, ethnicity, gender, social circumstances, disability or sexuality.

6 POLICY REVIEW

This policy will be jointly reviewed by the school and the Local Authority on an annual basis and otherwise, as required.

This Policy was reviewed in April 2016 and endorsed by the Governing Body at their meeting of 19 May 2015

Signed
Clerk to the Governors

Date

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APPENDIX 1

Pupils should be functioning at p7 or above in most areas of the National Curriculum, however below the relevant programme of study. According to teacher assessment, pupils will be working within the 'p' levels or pre-key stage standards at foundation. Pupils may also be able to access some elements from the early development stage, as described below:

FOUNDATIONS FOR THE EXPECTED STANDARD

Reading

- Respond speedily by saying or communicating the correct sound for all letters
- Blend the sounds for all letters of the alphabet into words
- Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs, also known as sound symbol correspondences)
- Answer literal questions about a familiar book that is read to them

Writing

- Write the correct letter in response to hearing each sound of the alphabet
- Segment spoken words into sounds and write the corresponding letters
- Form most lower-case letters in the correct direction, starting and finishing each letter in the right place
- Use spacing between words with support (e.g. reminders to do this)
- Compose a short sentence and communicate it orally, or using the pupil's usual method of communication to convey meaning with support (e.g. questioning)

Mathematics

- Demonstrate an understanding of place value of 10s and 1s in a two digit number using resources to support them if necessary
- Count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or less than a given number
- Read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- Use number bonds from 1 to 5
- Solve problems involving addition and subtraction of single digit numbers up to 10
- Place up to 20 items into groups of 2 or 5, or share into 2 or 5 equal groups

EARLY DEVELOPMENT OF THE EXPECTED STANDARD

Reading

- Read accurately words that contain the common graphemes for all 40+ phonemes by blending the sounds if necessary
- Read many common exception words
- Read aloud many words quickly and accurately without the need for overt sounding and blending, from a book closely matched to the known GPCs
- Sound out many unfamiliar words accurately, from the book
- Answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them

Writing

- Write sentences, after discussion with an adult
- Demarcate some sentences with capital letters and full stops correctly
- Segment spoken words into phonemes and represent these by graphemes, spelling some correctly
- Spell some common exception words
- Form lower-case letters of the correct size relative to one another in most of their writing

Mathematics

- Partition and combine numbers using apparatus if required
- Read and write numbers correctly in numerals up to 100 and recall the multiples of 10 below and above any given 2 digit number
- Use number bonds and related subtraction facts within 20
- Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required, and can demonstrate their method using concrete apparatus or pictorial representations
- Recall doubles and halves to total 20 and divide simple shapes into halves and quarters
- Use different coins to make up the same amount
- Recognise and name a selection of 2D and 3D shapes