

Admissions Procedures Statement



July 2015

Policy reviewed when required

Ratified by the Full Governing Body on: 13 July 2015

Chair of Governors Signature: _____

Date: _____

Introduction

The Governing Body of The Pines School admit children who have either a communication delay or disorder or an autism spectrum diagnosis as their main presenting need, in accordance with the designation of the school. The majority of our pupils currently have a diagnosis of Autism Spectrum Condition, and all have a statement of special educational needs or Education, Health and Care Plan (EHCP), which identifies autism or communication/interaction as their primary need. Some pupils may have other individual identified needs and learning difficulties in addition to their primary need, but these will have been assessed as capable of being managed appropriately within our school setting.

The Governing Body recognises that children who have additional medical conditions such as epilepsy or sickle cell anaemia have the same rights of admission as other pupils, and aims to support them in having access to as broad a curriculum as possible. In order to ensure this, designated members of staff are trained in procedures for their care and management. The design of the building at The Pines School is such that wheelchair access is readily available.

Referral

All requests for the admission of pupils to The Pines School are determined by the Local Authority's SEN Assessment and Review department (SENAR). Where children are undergoing statutory assessment parents/carers are initially advised by pre-school or their current primary school staff and other supporting agencies to view the relevant types of special provision available within the LA in order to make an informed decision about their preferred school for their child. To facilitate this senior staff at The Pines guide parents/carers on their visits around the school and provide them with information regarding the organisation and running of the school and its specific teaching methodologies. This information is included in the School Brochure.

Following the recommendation of its Placement Panel, SENAR consults the Governing Body regarding the appropriateness and availability of places for individual pupils as part of the statementing process. If the school is able to meet the needs of the individual child and there is availability in the appropriate year group, a place will be offered and arrangements made for transition and admission of the child. Teaching staff arrange to visit the child and parents/carers at home to discuss individual needs and exchange general information prior to the child's admission day.

Admission

On the individual admission day parents/carers bring the child into school and settle them into their class group before meeting with the Headteacher/Deputy to complete essential documentation, purchase uniform and arrange payment of any monies due. Routines and expectations are discussed and transport arrangements confirmed, and parents/carers are invited to contact school during the day to reassure themselves that their child has settled.

Provision

The LA currently purchases 95 places at The Pines School, which include nursery. The numbers of pupils in school may, however, vary at times owing to the school's policy of appropriate integration into mainstream settings and phased entry. Members of staff work collaboratively within each classroom.

The school comprises:

- An Early Years Foundation Stage Unit, consisting of a nursery class educating up to 7 pupils with three staff and a reception class educating a maximum of 12 pupils, with four staff.

- Four classrooms in the main building educating a maximum of 13 pupils in each of Years 1 to 4, with four staff, and additional communal facilities such as the school hall, speech and language therapy room, sensory studio and medical room.
- An Upper School Unit consists of two classrooms, accommodating a maximum of 13 children in each of years 5 and 6 with four staff.

Curriculum

The Pines School curriculum incorporates the principles of The Birmingham Curriculum Statement and the Code of Practice 2015 and facilitates appropriate access to the Early Years Foundation Stage and National Curriculum. The curriculum is designed to be biased towards the acquisition of communication skills, and to be broad and relevant. It is well structured and differentiated, and delivered in small steps to meet the individual needs of the child and to enable pupils to progress at their own rate and maximise their potential. The curriculum may vary for individual pupils whose needs include specific speech and language, music or physiotherapy, or who may be integrating into a mainstream school. Teaching approaches are based on the principles of proven asd strategies such as TEACCH with appropriate aspects of Options and ABA. PECS is used a major tool in the development communication skills. Symbol supported learning and Makaton are used to further facilitate communication and understanding.

Transport

Children are generally transported to and from school in taxis and minibuses and accompanied by a children's escort, unless they live close to school and are accompanied by parents/carers.

Inclusion and Equal Opportunities

The principle of inclusion is one which is firmly established in the education of pupils at The Pines School and involves safeguarding and promoting the well being of all children. Where the admission of pupils to The Pines School is concerned the only relevant issue is that the school's criteria for admission are fulfilled irrespective of race, religion, ethnicity, socio-economic background, gender, disability or circumstances of home or public care

Conclusion

This statement will be kept under review by the Headteacher and Governing Body. Opportunities for discussion of any issues are available in the first instance with the Headteacher.

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Second Edition:	12 /10/09
Third Edition:	12/03/2012