

## Lakeside School

### Admission Policy and Procedures

#### Procedures

Lakeside school follows the procedures and criteria for placement set out in Hampshire County Council's document, "Specialist Provision for Children with BESD" (September 2004).

1. Hampshire Special Educational Needs Service will forward all referrals to the Headteacher and the SMEH placement panel for placement consideration.
2. A copy of the EHC plan or Statement of Special Educational Needs, and any other relevant supporting information from other agencies involved, including information from the current or last school will be sent to the Headteacher. His response will be sent to the SEN Service within 10 working days.
3. If a child does not meet the admission criteria for the school the Headteacher or their authorised deputy will inform the SEN Service and or SMEH placement panel. Any decision regarding the continued request for the placement will be discussed.
4. If a child meets the criteria for placement and a place is available, or expected to be available in the future, the Headteacher or their authorised deputy will inform the SEN Service and or SMEH placement panel to start the planned admission procedure. (The SEN Service informs (parent(s) of the placement decision.)
5. The admissions procedure will be as follows:
  - Parents/carers are invited to visit the school with the child where a formal discussion regarding placement can take place.
  - Parents/carers may view the school independently from the child, allowing for any confidential discussion as required. If a residential placement is to be considered the Head of Care or their representative can be involved.
  - Parents/carers will be given a school prospectus.
  - After discussion the Headteacher will either notify the SEN Service of the starting date, or alert the SEN Service to any difficulty relating to the admission. The start date will be in line with the school's policy.

If the pupil is to be admitted then the necessary paperwork will be completed with Parents/Carers, including the Admission form and transport request.

## **Admissions Criteria**

Children being considered for admission to Lakeside School will normally:

- Be within the age group catered for by the school. It is very unlikely that there will be any admissions during a child's final year.
- Have an Education, Health and Care Plan or SEN Statement in draft or finalised form which specifies the type of provision required. (The LA has the right in exceptional circumstances to place a student in a special school "on assessment", i.e. prior to carrying out or completing statutory assessment of the child's special educational needs.)
- Have been assessed as having social, mental and emotional health (SMEH) difficulties (formally BESD) as defined in the DfE Code of Practice for SEN and HCC's criteria for statutory assessment for children with BESD.
- Show evidence of general intellectual ability within the range normally catered for in a main stream school. The priority area of difficulty must be emotional and behavioural difficulties and not primarily arising from moderate or specific learning difficulties. Children with severe challenging behaviour arising from or associated with severe learning difficulties will not normally be considered for placement at Lakeside School.
- Be given a placement only when it is compatible with the interests of the child and of other children currently attending the school.
- Not be dependent on intensive therapeutic support.
- Have been assessed as likely to respond to programmes of intervention provided within the resources of the school.
- Have full and current assessment information from all relevant agencies together with appropriate agency support action plans being fully in place.
- Not have persistent non-attendance as their main rationale for placement.
- Not have persistent criminal activity as their main rationale for placement.

Lakeside School will endeavor to:

- a) provide a broad and balanced curriculum, encompassing the National Curriculum where programmes of study are differentiated to each student's needs and access to public examinations, as appropriate, career counselling and preparation for the appropriate post – 16 education placement.
- b) Teach students in classes where there are opportunities for individual teaching, learning and guidance.
- c) Provide a level of monitoring of individual students' progress which will be greater and in more detail than that usually found in a mainstream school.
- d) Set measurable aims/objectives for each student's progress half termly and at the annual reviews. These should be expressed in terms which are clear to parents so that they can evaluate whether success has been achieved. The annual review report should refer to achievement against these aims/objectives.
- e) Have in place a positive whole school behavioural policy which allows continuity and consistency of responses to students.
- f) Provide an environment in which clear and consistent boundaries and behaviour expectations are set and known to students and maintained.
- g) Prepare and maintain targets for increasing appropriate behaviour and reducing unwanted behaviour. These strategies are applied consistently for all students and be part of the school's positive behaviour policy.
- h) At the same time as promoting positive behaviour and setting new boundaries, be able to deal with negative behaviour flexibly and positively. Staff will maintain modified but consistent expectations to accommodate the needs of individual students. Staff are provided with opportunities for specific training in the management of student behaviour.
- i) Provide structured advice and guidance, to allow students to take more responsibility for their own behaviour and to improve their self image, and to enable them to manage their behaviour and/or feelings.
- j) To role model socially acceptable behavior in and out of the classroom.

- k) Develop integration arrangements with mainstream schools/colleges and home, where appropriate and practical.
- l) Develop effective home school liaison and partnership with parents/carers and maintain good communication links.
- m) Facilitate access to Children's Services and external support agencies e.g. Educational Psychology Service, Special Needs Support Service, CAMHs, other health and Social Care services as necessary. Lakeside staff work collaboratively with them to promote multi-agency support to students and their parents.
- n) Actively seek to involve students in the local community in a positive way.