

THE CEDAR FEDERATION

IFIELD SCHOOL

ADMISSIONS POLICY

Reviewed Date: Spring 2019

Review Date: Spring 2020

IFIELD SCHOOL ADMISSIONS POLICY

Whilst all schools are required to have an Admissions Policy governing the criteria for pupil selection and the process involved, the facts governing pupil admissions for a Special School, such as Ifield are complex and vary from case to case.

These factors include:-

- The pupil will require an Education, Health and Care Plan (EHCP)
- Wishes of the parent
- The nature of the child's needs and previous educational experiences (if any)
- Pupils whose learning difficulties cannot be met in a mainstream school
- The recommendations of the referring body
- Kent Local Authority funds the school and all admissions are made through referral by the LA with the agreement of the Governors. This decision is delegated to the Executive Headteacher
- The suitability of Ifield for the pupil—pupil will have needs that can be met within the existing provision and staffing levels
- Pupils will be admitted when there is a vacancy within the appropriate Key Stage

Staff visit prospective pupils in their existing schools before they are offered a place to assess their needs can be met, and that the placement is appropriate. The Early Years staff visit pre-school pupils at home. Parents and children are also given the opportunity to visit Ifield before being admitted. This is an important part of the transition process as it gives the pupil an opportunity to spend time within the classroom situation and also enables parents to meet the class teacher. Sometimes a short period of induction including part time placement may be used to allow a child to settle successfully into school. After admission parents are invited to come and meet with the Class Teacher and set targets for the following term. For further information on admissions you may either contact the school 01474 365485 or the SEN Department on 03000 419345.

REFERRAL AGENCIES

The agencies who refer a potential pupil to Ifield school are numerous and may have origins in the fields of health, social care, adoption and fostering.

Other schools and parents may also make informal enquiries to the school and be invited to visit before any formal procedure is instigated. These approaches are welcomed by the school as it helps other professionals and carers to gain a clearer picture of the types of difficulties the school caters for without prejudice.

All potential pupils must either have or be in the process of assessment for an Education Health and Care Plan.

At Ifield School we provide for pupils with the following needs:

- Pupils with learning difficulties in the Profound, Severe or Complex range and pupils with communication and interaction needs
- Pupils with learning difficulties and additional speech and language difficulty or delay
- Pupils with Autism Spectrum Disorder, social communication difficulties
- Pupils who have complex learning difficulties and additional physical/sensory and/or medical disabilities, visually impaired and hearing impaired
- Pupils who have severe or complex learning difficulties and need high levels of support for primary care

We are committed to developing language skills for all pupils as most pupils have speech and language needs on their Education and Health and Care Plan.

The school and nursery is based at Kings Farm School all at ground floor level and is ramped to give access to pupils with wheelchairs or who have difficulties walking on steps.

The Sixth Form College provision is based at North Kent College is accessible for all students.

The School employs 3.6 full time Speech and Language Therapists, an Occupational Therapist one day a week, a full time Occupational Therapy Assistant, a Medical Assistant and a full time School Nurse to support pupils with complex medical needs.

Physiotherapy is currently provided by the NHS for specific pupils.

There are specialist teachers to support pupils with hearing loss and visual impairment and to give advice to teachers and support staff in meeting the needs of these pupils.

We provide a supportive and enriching environment where pupils are valued and encouraged. All aspects of school life are important to the learning process and a strong PSHE curriculum underpins all we do. Access to the National Curriculum for many pupils may be by working at early P Levels.

All pupils admitted to the school will have been authorised by the LA. These pupils may have been referred by other bodies and have appropriate EHCP but this will be discussed with the LA before admission.

REFERRAL AND ADMISSIONS PROCESS

Formal referral from LA

Papers forwarded to Ifield

Ifield checks for:

- a. Initial suitability
- b. Space in year group
- c. Pupil mix factors.

Informal referral

Telephone discussions or
Informal visit

Referral agency or parents
contacts Area Office

Formal visit arranged

a. Observation/Assessment.

- Area Office informed of decision.
- Area Office to contact parents and if required arrange transport.

There are a number of other actions that a referring agency, a parent or Ifield school can take within this broad framework. These might include more than one visit, home visits, visits by social worker or other professional currently involved with a pupil and closer liaison with a referring school, such actions are at the discretion of those concerned.

The process of admission may vary. For some, a transition programme will be planned to gradually familiarise pupils to their new school and the specific arrangements for them. For others, their transition may be planned to include part-time attendance increasing to full-time. In all cases, admissions are carefully and jointly planned with parents to match specific pupil needs.

Ifield School offers flexibility and individually tailored education for pupils. All pupils at Ifield School will have an EHCP in place which is maintained by their local education authority. The EHCP will outline each pupil or student's individual special educational needs and the educational and non-educational provision required to meet those needs. The EHCP will also name Ifield School as the appropriate placement to provide for the child's additional educational needs. All pupils at Ifield School have a range of needs including severe Learning Difficulties and Challenging Behaviour, Profound and Multiple Learning Difficulties and Autism as agreed by the DfE.

During the Admissions procedure, parents will be asked to agree to the Home School Agreement which outlines acceptable behaviours and procedures, both at school and at home.

Refusal of Admission

The Governors reserve the right to refuse admission in the following cases:

- The agreed bought places number is fully subscribed and admitting pupils over this number would be incompatible with the provision of efficient education or the efficient use of resources
- Where the school would be unable to meet the needs of the pupils in terms of specialist resources, levels of care, therapies and expertise
- Where the admission of a pupil would compromise the health and safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school
- Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, resources and funding

The refusal of admissions is delegated by the Governing Body to the Executive Headteacher although the right of appeal remains with the Local Authority.

Curriculum Entitlement

- At Ifield School all pupils have access to a broad and balanced curriculum
- Pupils have access to the full range of National Curriculum subjects, which will be differentiated according to individual need
- The school focuses upon the strengths of all pupils, aiming to make all individuals confident, happy and to achieve success
- All achievements are celebrated
- All teaching is in very finely graded steps with frequent opportunities for revisiting and reinforcement of learning
- There is whole school approach to curriculum planning and assessment
- All progress in core areas of English, Maths and Science is assessed against national criteria. We use Performance Levels (P Levels) to show progress for pupils.

SEND Report

The school has a comprehensive SEND report which underpins teaching and learning. Parents are welcome to have access to the full document.

Key Principles

Ifield School is dedicated to providing a broad, relevant and balanced curriculum based on the special educational needs of individual pupils.

The School's provision ensures maximum access and attainment within and beyond the National Curriculum (NC) by deploying available resources such that pupils receive the support and have the opportunities required to foster their personal, social, cultural, moral and educational development.

It is our aim to ensure that pupils are provided with life-long learning opportunities and therefore leave the school best equipped to succeed in the next stage of their lives whether that be reintegration into mainstream school, Further Education (FE) or employment.

The Ifield ethos and culture effectively provides pupils with an environment which allows them to embrace their academic, moral and social needs in a way that individual pupil support in the mainstream is not able to do.

It is Ifield School's aim to work in partnership with pupils' parents/carers and external agencies to provide for special educational needs

Numbers for 2018/19

Organisation

Total number of pupils: 236 (not including Nursery)

The school is organised into 5 Key Stages:

Early Years and KS1 – 5 classes	Pupils per class
Nursery	16
Cedar	16
Rowan	13
Ash	10
Beech	11

KS2 – 6 classes	Pupils per class
Oak	9
Hazel	10
Sycamore	12
Willow	12
Chestnut	12
Maple	10

KS3 – 5 classes	Pupils per class
Magpie	12
Robin	9
Woodpecker	10
Heron	12
Hawk	11

KS4 –2 classes	Pupils per class
Owl	14
Kestrels	15

KS5 – 3 Sixth Form classes based at NWKC	Pupils per class
Darenth	12
Thames	13
Medway	13

Staffing

We have 30.6 Full Time Equivalent (FTE) qualified teachers, including the Executive Headteacher, Head of School and 3 Assistant Headteachers. The teacher pupil ratio is 1 to 7 pupils.

We have full time equivalent of 88 Teaching Assistants. We also have three full-time Speech and Language Therapists.

The average adult to child ratio is 1 adult to 2 pupils. The ratio may vary slightly from class to class taking into account the age and complexity of needs of the pupils.

Staff have a wide range of specialist knowledge and experience to deliver an appropriate curriculum to pupils with moderate to complex learning difficulties.

We have an ongoing programme of professional development to ensure that staff maintain and develop their professional expertise.

Inclusion

We aim that pupils will have inclusion opportunities during their time at Ifield School where this is appropriate.

We work with several local schools to promote inclusion. These opportunities for inclusion often focus on activities where our pupils can integrate with their mainstream peers on equal terms.

Our Woodland provides abundant opportunities for collaborative work with other schools.

The School Day

Our school day starts at 9.00 a.m. and finishes at 3.30 p.m.

There are six lessons across the day with a short morning break for all pupils. The younger pupils in years R-4 also have an afternoon break. There is a short assembly each day at 2:40pm

Years R – 4	
08.45-09.15	Arrival and Registration
09.15-09.55	Lesson 1
09.55-10.35	Lesson 2
10.35-10.50	Break
10.50-11.30	Lesson 3
11.30-12.00	Lesson 4
12.00-12.40	Lunch Break
12.40-1.15	Lunch
1.15-1:30	Registration and Interventions
1:30 – 2:05	Lesson 5
2:05 – 2:40	Lesson 6
2.40-3.00	Assembly
3.00-3.30	Tutorial

Years 5 – 11	
08.45-09.15	Arrival and Registration
09.15-09.55	Lesson 1
09.55-10.35	Lesson 2
10.35-10.50	Break
10.50-11.30	Lesson 3
11.30-12.00	Lesson 4
12.00-12.30	Lunch
12.30-12.50	Lunch Break
12.50-1:20	Registration
1:20 – 2:00	Lesson 5
2.00-2.40	Lesson 6
2.40-3.00	Assembly
3.00-3.30	Tutorial

At the end of the day, the pupils are taken to the school hall and music room and are escorted to their buses or taxis by staff. Pupils collected by parents are also met in the school hall and music room.

We have many off-site visits and these mainly take place within normal school hours. If there are any off-site visits that extend beyond the normal school day you will be given advance notice.

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Reviewed Date: Spring 2019

Review Date: Spring 2020

Signed by Chair of Governors:.....

Signed by Executive Head Teacher:.....

Signed by Teaching, Learning and Assessment Committee Chair: