

ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH COGNITION AND LEARNING DIFFICULTIES RESULTING FROM PROFOUND, SEVERE AND COMPLEX NEEDS

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.



Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



In considering the parental request for placement within a maintained special school for pupils with learning difficulties resulting from profound, severe or complex needs the Local Authority must have regard to the following admission criteria.

Children with profound and severe needs will exhibit many of the following:

- A severe developmental delay or severe learning difficulty (e.g. up to 0.1 percentile)
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- an uneven profile with higher levels of attainment and functioning in some curricular areas. These pupils will have 'complex' needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction etc) and will experience considerable difficulty in accessing mainstream school.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

| PSC | Attainment | End of KS2 | End of KS3 | End of KS4 |
|----------|------------|------------|------------|------------|
| Profound | P | P | P | P |
| Severe | WBN/P | P – L1 | P – L1 | P – L1 |
| Complex | WBN/BN | P – L2 | L1 – 3 | L2 – 4 |

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live in the district or in an adjacent district but the school is the nearest appropriate. Journey times will comply with the County Transport Policy.

RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT

| DISTRICT | PRIMARY/SECONDARY | | DISTRICT | PRIMARY/SECONDARY |
|------------|-------------------|--|---------------------|---------------------|
| Ashford | Wyvern | | Sevenoaks | Milestone/Ridgeview |
| Canterbury | St Nicholas | | Shepway | Foxwood/Highview |
| Dartford | Milestone | | Swale | Meadowfield |
| Dover | Aspen I and II | | Thanet | Foreland |
| Gravesham | Ifield | | Tonbridge & Malling | Ridgeview |
| Maidstone | Five Acre Wood | | Tunbridge Wells | Oakley |