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**ROSEWOOD FREE SCHOOL**

**Title: Admissions Policy**

**Lead Reviewer: Headteacher**

**Who this is aimed at: Parents and Families**

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| **Version** | **Reason for Change**  |
| V1 | Addition of the Core Offer |
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| **Date Initially Implemented** | September 2023 |

**Policy Statement**

Children and young people are placed at Rosewood by the placement panels of either Southampton or Hampshire Local Authorities (LA). Rosewood is a school for pupils with profound and multiple learning difficulties. Profound and multiple learning difficulties are, by their nature, associated with a high level of medical need.

Families have a wealth of information and knowledge about their child and are recognised as members of a partnership with Rosewood free School in the education, care and development of their child.

**Application**

This Policy applies to all parents and families.

**Aims**

* To set up good communication strategies with families the Local Authority and other agencies so that information is shared efficiently and appropriately.
* To have admission procedures which ensure that families are given all appropriate and necessary information about the school and that they have many opportunities to meet the staff who will be dealing with their child.
* To ensure that admission is implemented in a way which is appropriate for the child. Sometimes this means it is part time at first and then gradually increased.
* To ensure that by the time admission procedures are complete staff can confidently meet the child’s needs and all the required resources are in place to do so.

**Referral Procedure**

Consultations come to the head teacher from the Local Authority. Dependent on the child’s home address this may be Southampton or Hampshire. The school is registered to provide 70 places.

Once the referral has been agreed, the head teacher arranges an initial visit by the families to the school. There are occasional exceptions to this where the families make the initial contact and therefore the visit may sometimes precede the consultation.

**The Initial Visit**

The head teacher invites families to the school. During the visit they are shown all the facilities of the school, and there is ample time for questions and discussion with the head teacher. The child, at this stage, may or may not attend the initial visit, at the discretion of the families.

During the visit there is allocated time for the following:

* A brief introductory meeting to a member of the therapy team and to the school nurse.
* The chance for families to meet the staff of the relevant class and to spend time in the classroom.

**Pre-Admission Meeting**

After the referral has been agreed and the initial visit has taken place a pre-admission meeting is set up at the school. This involves the following people:

1. Families
2. Headteacher or Deputy
3. Class teacher
4. Any additional carer or foster carer
5. School nurse
6. Physiotherapist/Occupational Therapist

Appropriate arrangements will be made for the child to attend at the discretion of families. At the meeting, the child’s needs are discussed and information is shared.

The date of admission is agreed and dates of visits for the child to come and spend time in the class accompanied by families, prior to actually starting.

Medical and therapy needs are discussed including seating needs. How admission is going to progress is also agreed i.e. from mornings to full day or from two days to three days.

**The Home Visit**

The visit is essentially about the teacher getting to know the child and the family in an informal and friendly manner. It is an opportunity for carers and families to share their knowledge of their child.

On the home visit the teacher will give the families all the necessary admission forms:

* Consent form
* Pupil information form
* Medical form

Parents and carers of early years pupils will be given the booklet ‘Starting at Rosewood School’ and the ‘This is me’ booklet is completed.

The ‘This is me’ document introduces the pupil to the school staff and is a useful tool, which staff use on admission. It enables staff to talk to the pupil about their life, their family and friends and likes and dislikes.

New starters who join the school at any other point will be given a modified version of ‘Starting at Rosewood’.

**Transport**

The Deputy Head sets up transport, after appropriate liaison with the therapy team with regard to seating systems and appropriate health and safety restraint systems.

**Admission**

Initially, on admission, families are encouraged to stay with their child until they are confident in the class team. Usually this takes place for three or four sessions but it very much depends on the individual needs of the child.

Usually pre-school children attend for two days only, initially, attendance then increases at a pace appropriate to the individual needs of the child until they attend full-time in the school year in which they are 5.

Placements are kept under ongoing review and very often a placement review meeting will take place as necessary in the first six months.

**Admission Statement**

Rosewood School caters for children and young people who have profound and multiple learning difficulties requiring a holistic education and therapeutic approach.

**Admissions Criteria**

Children are referred to the school by Southampton City Council SEN department. Referral can be initiated by various professional agencies and/or parental request and may be considered by the Governing body.

On referral to the school, the Governors and Head teacher will require the following:

1. Statement/Review/In depth documentation OR Education health care plan
2. Medical Information
3. Equipment needs
4. Staffing Resources required
5. Outside agency Support Services Involved

A case conference may then be called to achieve the level of information required.

 The main criteria for admission to Rosewood School are:

* Profound and multiple Learning difficulties.
* Severe learning difficulties with additional Physical Disabilities.
* Motor impairment – fine and gross.
* Severe communication delay.

Pupils may also have all or some of the following needs:

* Life limiting/threatening conditions.
* Complex neurological impairment.
* Severe and/or Uncontrollable epilepsy
* Acute medical conditions, which require constant medical/classroom supervision and immediate medical intervention
* Feeding difficulties including enteral feeding.
* A moderate/severe level of sensory impairment.

**Related Documents**

This document should be read in conjunction with Appendix A The Core Offer (part of Southampton’s Local Offer) and other Trust Policies, including those relating to Teaching and Learning, Curriculum, and Early Years.

**Complaints**

Any person is entitled to make a complaint in respect of any breach of this Policy through the Complaints Procedure.

***Criteria for admission to Rosewood Nursery Provision***

***PRIMARY NEED: Profound and Multiple Learning Disabilities***

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|  | ***Communication & Interaction*** | ***Cognition & learning*** | ***Social, Emotional & Mental Health*** |  ***Sensory & physical*** | ***Health Needs related to SEN*** |
| **We will admit…** | * Children who require an adult to interpret all actions and label communicative intent
* Children who are pre verbal
* Children who are not aware of others and require an adult to mediate all interactions
 | * Children who are assessed as profound and Multiple Learning disabilities
* Children who have Severe learning disabilities with complex health and physical needs
 | * Children who are still learning to self-regulate in line with their developmental ability
 | * Children who are non-ambulant
* Children with assessed physical disability and receiving active involvement of the community therapy team
 | * Children with degenerative or life-limiting conditions
* Children who require an integrated health therapy offer that can include:
* Bolus feeding
* Use of postural equipment
* Suctioning
* Chest physio
* epilepsy
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| **We will discuss and consider on a case by case basis…** | * Children who are pre-verbal who due to young age it is unclear of developmental pathway and require an assessment place
* Children who are babbling and occasional recognisable sounds linked to objects
* Children who require a peer group to be responsive to interactions
 | * Children who require a peer group to be responsive to interactions
* Children where cognitive ability is directly impaired by unmet physical needs
 | * Children who display some challenging behaviour as an attempt to communicate emotions but is pre verbal
* Children who need an adult to support self regulation at all times due to learning need
 | * Children who have significant sensory impairment in HI/VI with additional physical needs
* Children who are beginning to cruise, crawl or take first steps
* Children who are currently known to community therapy
* Children who require frequent repositioning and manual handling guidance to maintain airway
* Children who need specialist training to manage positioning ( above core training)
 | * Children with high medical needs that will require significant staff training or 1:1 support above core health training currently offered this can include:
* frequent suctioning
* tracheostomy care
* Catheterising
* Management of NPA or other airways
* Delegated nursing tasks specific to the child
* Children with degenerative or life-limiting conditions
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| **We will not admit…** | * Children who need to develop independence and social skills which cannot be offered by the learning environment and/or peer group
* Children who are able to engage with peers in play activities
* Children who are using single words to label objects

Children who are enjoying symbolic play | * Children with severe learning disabilities with no additional physical needs
* Children working above the Engagement Model
* Children who have reached developmental milestones beyond 12- 18 months
 | * Children who exhibit challenging behaviour that is not linked to a medical or neurological condition and a severe learning disability
 | * Fully ambulant children
 | * travelling time will exceed 1 hour 15 minutes where the time impacts health needs
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***Criteria for admission to Rosewood free School***

***PRIMARY NEED: Profound and Multiple Learning Disabilities***

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| --- | --- | --- | --- | --- | --- |
|  | ***Communication & Interaction*** | ***Cognition & learning*** | ***Social, Emotional & Mental Health*** |  ***Sensory & physical*** | ***Health Needs related to SEN*** |
| **We will admit…** | * Learners who require an adult to interpret all actions and label communicative intent
* Learners who are preverbal
* Learners who are not aware of others and require an adult to mediate all interactions
 | * Learners who are assessed as profound and Multiple Learning disabilities.
 | * Learners who are still learning to self-regulate in line with their developmental ability
 | * Learners who are non-ambulant
* learners with assessed physical disability and receiving active involvement of the community/school therapy team
 | * Children with degenerative or life-limiting conditions
* Children who require an integrated health therapy offer that can include:
* Bolus feeding
* Use of postural equipment
* Suctioning
* Chest physio
* epilepsy
 |
| **We will discuss and consider on a case by case basis…** | * Learners who are babbling and occasional recognisable sounds linked to objects.
* Learners who require a peer group to be responsive to interactions
* Learners with early symbolic awareness and recognise own objects.
 | * Learners who have a severe learning disability with complex health and physical needs
 | * Learners who display some challenging behaviour as an attempt to communicate emotions but is preverbal.
* Learners who need an adult to always support self-regulation due to learning need.
 | * Learners who have significant sensory impairment in HI/VI with additional physical needs
* Learners who are beginning to cruise, crawl or take first steps.
* Learners who require frequent repositioning and manual handling guidance to maintain airway.
* Learners who need specialist training to manage positioning (above core training)
* Learners who are physically moving in small classroom environments but are unaware of objects/people they may still use a wheelchair for community visits
 | * Learners with high medical needs that will require significant staff training or 1:1 support above core health training currently offered this can include:
* frequent suctioning
* tracheostomy care
* Catheterising
* Management of NPA or other airways
* Delegated nursing tasks specific to the child
* Learners on a palliative/end of life pathway
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| **We will not admit…** | * Learners who need to develop independence and social skills which cannot be offered by the learning environment and/or peer group.
* Learners who can engage with peers in play activities.
* Learners who are using single words to label objects
 | * Learners with severe learning disabilities with no additional physical needs
* Learners following some or all subject specific curriculum areas.
* Learners who have reached developmental milestones beyond 12- 18 months.
* Learners who are enjoying symbolic play
 | * Learners who exhibit challenging behaviour that is not linked to a medical or neurological condition and a severe learning disability.
 | * Fully ambulant learners
 | * travelling time will exceed 1 hour 15 minutes where the time impacts health needs.
* Learners with no additional health and/or therapy needs.
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***Criteria for admission to Rosewood Hub (Post 16) Provision***

***PRIMARY NEED: Profound and Multiple Learning Disabilities***

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| --- | --- | --- | --- | --- | --- |
|  | ***Communication & Interaction*** | ***Cognition & learning*** | ***Social, Emotional & Mental Health*** |  ***Sensory & physical*** | ***Health Needs related to SEN*** |
| **We will admit…** | * Learners who require an adult to interpret all actions and label communicative intent
* Learners who are preverbal
* Learners who are not aware of others and require an adult to mediate all interactions.
* Learners who can recognise photographs and symbols but require access technology to enable this.
 | * Learners who are assessed as profound and Multiple Learning disabilities
* Learners who have Severe Learning disabilities with complex health and physical needs
 | * Learners who are still learning to self-regulate in line with their developmental ability
 | * Learners who are non-ambulant
* Learners with assessed physical disability and receiving active involvement of the commissioned school therapy team
 | * Learners with degenerative or life-limiting conditions
* Learners who require an integrated health therapy offer that can include:
* Bolus feeding
* Use of postural equipment
* Suctioning
* Chest physio
* epilepsy
 |
| **We will discuss and consider on a case by case basis…** | * Learners who require a peer group to be responsive to interactions.
 | * Learners who have a severe learning disability but are unable to physically access local college provisions
 | * Learners who display some challenging behaviour as an attempt to communicate emotions but is preverbal.
* Learners who need an adult to always support self-regulation due to learning need.
* Learners in care.
 | * Learners who have significant sensory impairment in HI/VI with additional physical needs
* Learners who are beginning to cruise, crawl or take first steps.
* Learners who require frequent repositioning and manual handling guidance to maintain airway.
* Learners who need specialist training to manage positioning (above core training)
* Learners who are physically moving in small classroom environments but are unaware of objects/people they may still use a wheelchair for community visits
 | * Learners with high medical needs that will require significant staff training or 1:1 support above core health training currently offered this can include:
* frequent suctioning
* tracheostomy care
* Catheterising
* Management of NPA or other airways
* Delegated nursing tasks specific to the child
* Learners on a palliative/end of life pathway
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| **We will not admit…** | * Learners who need to develop independence and social skills which cannot be offered by the learning environment and/or peer group.
 | * Learners who have a severe learning disability and no additional physical or medical needs
* Learners able to do Entry Level Qualifications
 | * Learners who exhibit challenging behaviour that is not linked to a medical or neurological condition and a severe learning disability.
* Learners who have a Primary need SEMH
 | * Fully ambulant learners
 | * travelling time will exceed 1 hour 15 minutes where the time impacts health needs.
* Learners with no additional health and/or therapy needs.
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