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Admission Policy

Written: November 2021

Date of review: September 2022

Bardwell Lead: Matthew Selsdon (Interim Headteacher)

Signed LAB:

Signed TGT:

The planned number of places at Bardwell School is 95 in the age range 2 – 19 including a The Lodge (Post-16 provision) and Nursery provision.

The areas of Special Educational Needs (see -25 Code of Practice 2015) that pupils at Bardwell School may have within their primary need are:

* Communication and interaction;
* Cognition and learning;
* Sensory and/or physical needs.

The categories of SEN for Bardwell School may include but are not limited to:

* Severe Learning Difficulties (SLD),
* Profound and Multiple Learning Difficulties (PMLD)
* Moderate Learning Difficulty (MLD)
* Speech, language and communication needs (SLCN);

Whilst our pupils primary need may be found above, pupils may also have SEN in the following categories:

* Visual impairment (VI) September 2016
* Hearing impairment (HI)
* Multisensory impairment (MSI);
* Physical disability (PD);
* Social, emotional and mental health (SEMH) difficulties.

Bardwell School may not admit a child to the school unless an Education and Health Care Plan (EHC Plan) is maintained for that child and the school is named within the EHC Plan.

Where there is agreement that Bardwell School and The Gallery Trust considers that there is a need to increase the planned number of places, The Gallery Trust must seek the approval of the Secretary of State.

The Gallery Trust may admit a child without a statement if:

1. (i) He is admitted for the purposes of an assessment of his educational needs and his admission to the Academy is with the agreement of the local authority, the Academy and the child’s parent.

2. (ii) He remains admitted following an assessment under section 323 of the Education Act 1996

3. (iii) He is admitted following a change in circumstances with the agreement of the LA, the Academy and his parents

If a child without an EHC Plan has been admitted to the Academy for the purposes of an assessment, the Academy may allow the child to remain at the Academy:

1. (i) Until the expiry of ten school days after the local authority serve a notice under section 325 of the education Act 1996 that they do not propose to make a statement or EHCP, or
2. (ii) Until a statement or EHCP is made.

Where the LA intend to name Bardwell School in an EHC Plan and have served a copy of the proposed statement of EHCP on the Academy, the Academy must respond within 15 days.

The Academy must consent to being named, except where admitting a child would be incompatible with the provision of efficient education for other children and where no reasonable steps may be made to secure compatibility. In deciding whether a child’s inclusion would be incompatible with the efficient education of other children the Academy must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If the Academy determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the LA’s notice, notify the LA in writing that it does not agree that the Academy should be named in the pupil’s statement. Such notice must include matters the Academy relies upon in support of its contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) the Academy cannot take reasonable steps to secure this compatibility.

Where the LA maintains a statement for a child under section 324 of the Education Act 1996 and Bardwell School is specified in the EHC Plan, the Academy must admit that child to the Academy even if they consider that the Academy should have not been named in the child’s statement.

Where the Academy considers that the Academy should not have been named in a child’s EHC Plan, they may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to amend the child’s EHC Plan by removing the name of the Academy. Where the Secretary of State makes an order to this effect, the Academy will cease to be under an obligation to admit the child from the date of the Secretary of State’s order or from such date as the Secretary of State specifies. In specifying a date, the Secretary of State must take into account both the welfare of the child in question and the degree of difficulty caused to the Academy by the child’s continued admission.

Where the Secretary of State determines that the LA has acted unreasonably in naming Bardwell School in a child’s statement the Academy must continue to admit the child until the Academy ceases to be named in the statement.

If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of an Academy in the child’s SEN statement or asking the Tribunal to name an Academy, the Academy agrees to be bound by the decision of the tribunal on any such appeal even if the decision is different to that of the Secretary of State.

Where the Academy, the Secretary of State or the First-Tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, the Academy shall admit the child to the Academy notwithstanding any provision of Annex 1 of the Supplemental Agreement of the individual Academy.

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**APPENDIX 1 –** Admission indicators

**Admission indicators for Bardwell School**

The pupil has an Education, Health and Care Plan (EHC Plan) or in exceptional cases, is currently undergoing a statutory assessment of their needs.

**Either:**

**The pupil has persistent, complex and long-term learning needs.**

Evidence should include:
a) Teacher assessment indicate the child is working well below the Pre-Key Stage Standards and is likely to remain below the Pre-key stage standards throughout their education.

Attainment levels for pupils are expected to remain at or below Level 2 of the National Curriculum for much of their school careers.

b) Standardised development assessments are scored below the first percentile.

Or

**The pupil falls outside the range defined above, but also has significant needs (meets the criteria for statutory assessment) in one or more of the following areas:**

* Communication and interaction;
* Cognition and learning;
* Sensory and/or physical needs.

Additional indicators may include:

a) A predicted high level of dependency throughout his/her life
b) Severely under-functioning in most aspects of school and social life
c) A need for multi-agency input from both Health and Social Services with access to after school and respite care.

The child would benefit from a highly differentiated curriculum in smaller classes.

Or

**The parent expresses a preference for special school placement which is agreed by Moderation Panel**

Or

**The parent prefers a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or school to overcome the ‘incompatibility**