

Children's Services Authority

ADMISSION CRITERIA for Special Schools and Enhanced Provisions in Mainstream Schools

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INTRODUCTION

This guidance sets out the criteria used by Torbay Council to decide on admission of children to its maintained special schools and enhanced provisions within mainstream. The guidance should be read in conjunction with the Special Educational Needs Code of Practice (SENCoP), Torbay's Criteria for Making Statutory Assessments and Circular No: 15/99 Maintained Special Schools.

As far as possible, admission to special schools and enhanced provisions are arranged in line with the normal admissions procedures of the Local Authority (LA), through Statements of Special Educational Needs ('statements').

All pupil places in enhanced provisions within mainstream schools are deemed to be above the planned admission number (PAN) for the host school.

Naming a School in a Statement¹

In keeping with its general position on inclusive education, the Authority will seek to place a child with a statement in the 'least restrictive environment'^{2,3} compatible with meeting his/her special educational needs. Unless a parent indicates otherwise, this will usually be the nearest appropriate mainstream school to the child's home, together with the special provision described in his/her statement.

The placement of a child in a special school or enhanced provision normally follows a statutory assessment and the making of a statement by the LA. After parents have received the proposed statement for their child they have a right to state a preference for a maintained school – mainstream or special - their child should attend. Parents are informed about available schools and also the support they may receive from *Parent Partnership* and voluntary organisations.

A special school or enhanced provision placement may also be considered following an annual review of a statement or, in the case of a child with a statement who is at serious risk of exclusion, after an interim review. In each case, changes in the special educational needs and provision requirements for the pupil may indicate the appropriateness of a special school or enhanced provision placement.

In addition, parents are entitled to make representations for placement in a non-maintained special or independent school. When considering such representations the LA will establish that the school is suitable and that placement would avoid any unnecessary expenditure.

Where the LA decides not to name a school preferred by parents the reasons will be explained in writing, informing them of their right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST).

¹ In the final statement, Part 4 will set out the type of school and any particular school the LA considers appropriate for the child.

² 'least restrictive environment' is defined as the educational setting where a child with special educational needs (or a disability) can receive special provisions designed to meet his/her needs while being educated with peers, wherever possible in a mainstream setting.

³ 'special provision' should be viewed as a set of services over and above those provided for all children, not as a 'place'.

THE CENTRALITY OF PARENTAL PREFERENCE IN DETERMINING ADMISSIONS

Parental Preference for a Maintained Special School or Enhanced Provision in a Mainstream School

The LA will name the maintained special school or enhanced provision of parental choice providing that:

- the special school or enhanced provision is suitable for the child's age, ability and aptitude and the special educational needs set out in Part 2 of the statement;
- the child's attendance is not incompatible with the efficient education of other children (or those likely to be placed within the next 26 weeks) in the special school or enhanced provision; any representations made by the governing body have been properly considered;
- a place is, or can be made, available within the special school or enhanced provision; and
- the placement is an efficient use of the LA's resources.

Where parental choice for a particular maintained special school or enhanced provision cannot be met, and the LA concludes that placement in another special school or enhanced provision would be inappropriate using the criteria above, it will name a mainstream school, normally the nearest to the child's home, following all necessary consultations described in the SENCoP.

Where the LA determines that a mainstream placement would be unsuitable for the child, incompatible with the efficient education of other children or an inefficient use of the Council's resources it may name another suitable special school or enhanced provision.

Parental Request to Change Part 4 of the Statement

Parents may make a request to the LA to substitute the name of a maintained special school or enhanced provision in Part 4 of a final statement with another special school or enhanced provision. The LA will comply with the request so long as it is in keeping with the criteria described in paragraph 9:40 of SENCoP. If after undertaking all necessary consultations, and giving careful consideration, the LA is:

- in agreement with parents, it will amend the statement naming the special school or enhanced provision proposed within eight weeks of the request; or unable to agree, it will write to parents within eight weeks of the request giving the reasons why Part 4 of the statement will not be amended and explaining their right to appeal to SENDIST and/or to utilise local disagreement resolution services.

Consulting Special Schools and Mainstream Schools Hosting Enhanced Provisions

The decision whether to name a maintained special school or enhanced provision in a statement falls to the LA. Once a maintained special school or mainstream school

hosting an enhanced provision is named in a statement governors are under a duty to admit the child. This applies equally to Foundation and Voluntary Aided schools

Before specifying the name of a maintained special school or enhanced provision in a statement the LA will consult the governing body of the school, who would normally be expected to respond within 15 working days. The governing body will be given access to the (amended) proposed statement, together with accompanying advice, and may wish to discuss the child's requirements with an appropriate officer. In some instances, consultation may extend to another LA.

Where parents have expressed a preference for a particular school, the LA will consider matters raised by the governing body in relation to:

- meeting the child's special educational needs as described in the (amended) proposed statement;
- the impact on the education of other children at the school; and
- the efficient use of resources normally available to the school.

When consultation is not as a result of a parental preference for a particular school the LA will consider any concerns the governing body may have regarding the child's impact on the efficient education of other children at the school and whether the governing body, or the LA, can take reasonable steps to prevent incompatibility.

In all cases, the LA will give careful consideration to whether admission will be in keeping with the schools organised arrangements. Not only will the LA consider whether the child's primary needs fall within the school's special educational needs categorisation but also whether a supported placement at a particular school could meet the individual needs of the child.

Although, the LA will not normally name special schools or enhanced provisions in statements which are already admitting pupils up to the number of funded places, a degree of flexibility will be exercised from time-to-time. In such circumstances, the LA will pay particular attention to the number in the class or year group to which the child would be admitted, as well as the total for the school as a whole. Wherever feasible, the LA would expect the school to adjust its arrangements to accommodate the child within a reasonable time.

OTHER ARRANGEMENTS

Other Requests for Special School and Enhanced Provision Placements

The LA will also consider a request for a special school or enhanced provision placement from the:

- Chair of the Children's Multi-Agency Panel (CMAP) determining non-Maintained/Independent School Placements; and
- SENDIST and the Courts (normally an order).

Admission of Pupils without Statements

Admission to special schools and enhanced provisions will normally be reserved for pupils with statements but pupils without a statement may be admitted in certain exceptional circumstances, as described below. Up-to-date advice from a LA educational psychologist and the child's current school will normally be required before any decision is made. Consent will only be given by the LA if all relevant professionals, and the child's parents, are in agreement.

There are three reasons why a child without a statement may be admitted to a special school or enhanced provision by the LA:

- *an assessment placement*, for a specified period, is considered to be the best way forward for the child, for example, following a rapid and serious deterioration in the child's health or behaviour making the current placement untenable or unsafe;
- *an emergency or provisional placement* when a child arrives in Torbay and exhibits learning or physical difficulties of a kind which would normally warrant a statement and admission to a special school or enhanced provision; and
- *a temporary placement*, normally for no more than one term (subject to review), when a child has suffered a serious injury but is likely to recover in the medium to long-term.

Very rarely, a young person returning home from a secure unit or young offender institution may be placed in a special school for assessment. However, the LA would normally expect a statement to be made, if appropriate, and a special school placement named, before the young person is released.

A child who is admitted to a special school or enhanced provision without a statement will be subject to an immediate statutory assessment. It is likely, though not certain, that the assessment will conclude that a statement should be made. If the child has been placed and will remain in a special school or enhanced provision a statement will always be made.

Where the statutory assessment concludes that a statement will not be made the child will be taken off the roll of the special school or enhanced provision within 10 school days after the LA has notified parents that it does not intend to make a statement. In such circumstances, parents will be expected to seek a mainstream placement or make other appropriate arrangements for the education of their child.

Pupils with Statements Naming Another School

A pupil may be admitted to a special school or enhanced provision not named in Part 4 of the statement if:

- a) s/he transfers from the roll of a school maintained by Torbay Council following an annual review or reassessment, where professionals, parents and the LA are in agreement that this should happen;
- b) s/he arrives from another LA and requires special provision commensurate with that provided by her/his previous authority;
- c) s/he transfers from a non-maintained special school following agreement between parents and the LA;⁴ or
- d) the LA receives an order to this effect from SENDIST or the Courts.

For (a), (b) and (c), placement may only occur after all necessary consultations have been completed and an admission date agreed with the receiving special school or enhanced provision. In all instances where the LA proposes to change the name of the school in Part 4 of the statement, parents will be informed in writing together with details of their right to make representations within 15 days and to arrange meetings with a LA officer.

For (d) the LA will make all necessary arrangements, including amending the existing statement within 25 working days of the order from SENDIST or the Courts.⁵

Dual Placements (Registrations) – Mainstream and Special Schools

For a few children the best means of meeting their special educational needs is for them to attend a special school for some but not all their time in school. Dual placements, particularly between mainstream and special schools are sometimes viewed as a means of promoting the ‘inclusion’ of children with statements.

It is the policy of the LA that before any such arrangement is made the name of both schools must be written into the child’s statement, clarifying which school the child will spend the majority of his/her time attending. In such circumstances, the child will be registered at both schools (‘dual registered’).

Consideration for dual placements will normally occur following:

- the issuing of a proposed statement where parents have expressed a preference for such an arrangement;
- an annual review of the statement where professionals and parents are in agreement with such an arrangement;
- a reassessment indicating such an arrangement would be advantageous for the child; and
- the arrival of a newcomer where such an arrangement existed in his/her previous LA.

⁴ This may include an independent school approved for children with special educational needs similar to the designation of the special school or enhanced provision.

⁵ Where the amendment only involves changing the name of the school in line with parents’ wishes, a new final statement will be issued within 10 working days.

Dual placements of children with statements naming only one school must not be organised between schools without the agreement of the LA. It should be noted that in addition to the wording of the statement, each dual placement has significant financial implications for both schools and the LA.

To avoid double counting, pupils who are dually registered should be shown on only one return. Where dually registered pupils are on the roll of a mainstream school and a special school, general hospital school or PRU, they should only be included in the return of the mainstream school. Where dually registered pupils are on the roll of a special school and a PRU, they should only be included in the return of the special school.

Pupils Admitted to Special Schools in Hospitals

Pupils may be admitted to a special school established within a hospital where there is a need for treatment.

Admission Criteria for Special Schools and Enhanced Provisions in Torbay

General Criteria

The specific admission criteria for each of Torbay's special provisions are presented below. In general, these criteria will be used when deciding the appropriateness of a placement. However, where there are more pupils than places available in a particular provision the Authority will apply, in order, the following criteria to establish priority for admission.

- Pupil(s) with the most significant and/or complex special educational needs.
- Pupil(s) in the public care ('looked after').
- Placements that represent the efficient use of the Council's resources.
- Pupil(s) living closest to the school as measured by a straight line.

The following criteria for each special provision should be read in conjunction with the Torbay Council's Criteria for Making Statutory Assessments.

Name of School	Mayfield School (Special)
Designation	Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autism and Physical Difficulties
Number of Places	110
Age Range	2-19

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range [P4-P8] for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their education.

Some pupils attending Mayfield may have a combination of hearing and visual difficulties. They are sometimes referred to as deaf blind, but may often have some residual sight and hearing. Because many also have additional disabilities it is often difficult to ascertain their intellectual capability. These pupils have much greater difficulty in accessing the curriculum and environment than those with a single sensory impairment. They have perceptual and communication difficulties and their acquisition of incidental learning is very limited. This can result in high anxiety and sensory deprivation. They require teaching approaches that make optimum use of their residual sight and hearing in conjunction with their other senses. They often require alternative means of communication.

To access a place at Mayfield School the child:

- should be in receipt of a Statement of SEN specifying severe or profound and multiple learning difficulties as the primary area of need;
- may exhibit challenging behaviour and have limited educational capabilities making their placement at any of the other Torbay provisions problematic; and/or
- may have a multi-sensory impairment.

Name of School	Combe Pafford School (Special)
Designation	Moderate Learning Difficulties, Autism and Physical Difficulties
Number of Places	165
Age Range	7 - 16

Pupils with Moderate Learning Difficulties (MLD)

Pupils with MLD will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

To access a place at Combe Pafford School the child:

- should be in receipt of a Statement of SEN naming moderate learning difficulties as the primary area of need; and
- should be between 7 and 16 years of age (Y3 – Y11), though admission at Key Stage 4 (Y10 & 11) would occur only in exceptional circumstances;
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- should exhibit a level of ‘vulnerability’ requiring an educational environment offering a high the level of social and emotional support.

Children with an Autistic Spectrum Disorder (ASD)

Pupils with an ASD placed at Combe Pafford cover a wide range of ability yet find it difficult to:

- understand and use non-verbal and verbal communication;
- understand social behaviour, thus affecting their ability to interact with both children and adults; and
- think and behave flexibly, this being demonstrated in restricted, obsessional or repetitive activities.

These pupils have difficulty in understanding the communication of others and in developing effective communication themselves. In some cases this may result in a delay in learning to speak and, in some instances, of never developing meaningful speech.

They find it difficult to understand the social behaviour of others, are literal thinkers and fail to understand the social context. When routines are changed, or when settings don't meet their needs, they can become anxious or stressed. This can result in inappropriate behaviour.

Some pupils with an ASD have altered perceptions of sounds, sights, smell, touch and taste that affect their response to these sensations. They may also have unusual sleep and behaviour patterns.

Young children with an ASD may not play with toys in a conventional and imaginative way, but use them rigidly and in a repetitive manner. They find it hard to generalise skills and have difficulty in adapting to new situations, instead preferring a known routine.

For admission to the autistic spectrum provision within Combe Pafford School the child should:

- have a Statement of SEN naming a communication and interaction difficulties specifying an autistic spectrum disorder as the primary area of need;
- have a level of functioning and ability indicative of a child with moderate learning difficulties, i.e. well below the 'normal range';
- require access to an appropriately differentiated, broad and balanced curriculum;
- require a high the level of social and emotional support;
- be able to, or capable of, developing spoken language, although this may need to be supported by an appropriate augmented system of communication such as PECS;
- demonstrate a level of tolerance and have a behaviour profile that would make mainstream education inappropriate.

Physical Difficulties (PD)

As a general principle of policy, the Authority does not place children whose primary area of need is a physical and/or medical difficulty in special schools.

For historical reasons, a number of children with physical and medical difficulties have been placed at Combe Pafford School, which is designated, in part, for this purpose. In future, only children who present physical and/or medical difficulties *together* with moderate learning difficulties will be placed at the school.

Name of School	Torbay School (Special)
Designation	Behavioural, Emotional and Social Difficulties
Number of Places	56
Age Range	9 - 16

Pupils with BESD cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective behaviour policy and personal/social curriculum.

Pupils placed at Torbay School may provoke peers and be both openly defiant and confrontational, as well as physically aggressive. They are often off task and have a very short concentration span. They may have low self-esteem and find it hard both to accept praise and take responsibility for their actions.

Some pupils may be unable to function at all in group situations and will exhibit persistent and frequent violent behaviour requiring physical intervention. Others may display similar signs of low self-esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate.

To access a place at Torbay School the child should:

- be in receipt of a Statement of SEN specifying significant behaviour, emotional and social difficulties as the primary area of need;
- be between 9 and 16 years of age (Y5 – Y11), though admission at Key Stage 4 (Y10 & 11) would only occur in exceptional circumstances; and
- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties.

Name of School	Barton Primary School and Nursery
Designation of Enhanced Provision	Speech, Language and Communication Difficulties
Number of Places	10
Age Range	Foundation/Key Stage 1

Speech, language and communication difficulties (SLCD) can be very diverse, ranging from those which occur in the absence of other developmental conditions (often known as primary or “specific” speech and language difficulties), to those secondary to other developmental conditions such as cerebral palsy, autism, hearing impairment or learning difficulty. Communication is a multi-modal facility subsuming a wide range of different skills and abilities (speech, vocabulary, grammar, narrative, pragmatic skills, non-verbal communication and verbal/conceptual understanding) and there is the potential for the child to have difficulties in any one area, or indeed, any combination.

Higher levels of SLCD that may require the arrangement of special provisions are indicated by:

- measurable speech, language and communication behaviours which are significantly below those of the majority of peers;
- difficulties with speech production which severely limit participation in classroom activities;
- considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts;
- difficulties in communicating with peers which leads to social isolation and apparent behavioural difficulties;
- frustration on the part of pupils at their inability to participate in the classroom or interact with peers; and
- low rates of progress in many areas of the curriculum, particularly in literacy.

To access the enhanced provision for speech, language and communication difficulties at Barton Primary School the child should:

- be in receipt of a Statement of SEN specifying speech, language or communication difficulties as the primary area of need;
- normally be admitted during the Foundation Stage of education and remain, if necessary, in the provision until the end of Key Stage 1, or exceptionally the end of Y3;
- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties; and
- have an established need for intensive speech and language therapy.

Name of School	Kings Ash Primary School
Designation of Enhanced Provision	Behavioural, Emotional and Social Difficulties (BESD)
Number of Places	8 places
Age Range	Yr1 – Y4

Children with Behavioural, Emotional and Social Difficulties (BESD)

Pupils with BESD cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective behaviour policy and personal/social curriculum.

Other pupils may provoke peers and be both confrontational and openly defiant as well as physically aggressive. They are often off task and have a very short concentration span. They may have low self-esteem and find it hard both to accept praise and take responsibility for their actions.

Some pupils may be unable to function at all in group situations and will exhibit persistent and frequent violent behaviour requiring physical intervention. Others may display similar signs of low self-esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate.

To access a place at the enhanced provision for BESD at Kings Ash School the child should:

- be in receipt of a Statement of SEN specifying behavioural, emotional and social difficulties as their primary need;
- be in Y1 to Yr4. Admission in Y4 will only be considered in exceptional circumstances;
- have a level of functioning and ability indicative of a child who does not experience moderate or severe learning difficulties; and
- normally be placed no longer than 5 terms, after which he/she should transfer back to their local mainstream school or another appropriate provision.

All requests for admission into the Enhanced Provision should be made through the SEN team in line with parental preference and as described in the Torbay Admission Criteria.

A pupil will remain on the roll of their home school for a maximum of 5 terms. The school will continue to retain the AWPU for the pupil but any additional

assigned funding allocated through the Statement of Special Educational Needs will be withdrawn on admission into the Enhanced Provision.

A decision will be made at an appropriate time as to whether transition back into the mainstream school is appropriate but definitely by the end of the 4th term in the Enhanced Provision. This decision will be made in partnership with parents/carers and all relevant agencies but the responsibility for making the decision rests with the Local Authority.

If a pupil does not have a school place the Local Authority will determine an appropriate provision.

Kings Ash School will:

- liaise with the school/parents/carers following the request for a place in the Enhanced Provision in order to further assess the child's suitability for a place in the Enhanced Provision
- provide opportunities for school staff/parents/carers and other relevant agencies to visit the Enhanced Provision
- following agreement by the Local Authority that the pupils should be allocated a place in the Enhanced Provision, a personalised transition programme will be developed in partnership with the home school, parents/carers. An example of this may be:

Week 1 - the pupil attends Kings Ash mornings only
Week 2 - the pupils attends Kings Ash mornings and over the lunchtime session
Week 3 - the pupil attends 2 full days and 3 mornings
Week 4 - full-time attendance

It will not be expected that the pupil attends the home school during this period.

- invite staff from the home school/parents/carers/other agencies to, at least, termly meetings in order to review progress. Staff from the home school will be encouraged to keep regular, more informal contact with staff at Kings Ash
- support transition back into mainstream school or other appropriate setting

The Home School:

- attend review meetings as requested by Kings Ash School to be held at least termly
- maintain contact with parents/carers by sending newsletters, etc.
- support the transition back into school as appropriate

Name of School	Kings Ash Primary School
Designations of Enhanced Provisions	Communication and Interaction Difficulties (Autistic Spectrum Disorder)
Number of Places	C & I (ASD) - 8 places
Age Range	C & I (ASD) - Yr 3-6

Children with an Autistic Spectrum Disorder (ASD)

Pupils with an ASD cover the full ability range but find it difficult to:

- understand and use non-verbal and verbal communication;
- understand social behaviour, thus affecting their ability to interact with both children and adults; and
- think and behave inflexibly, this being demonstrated in restricted, obsessional or repetitive activities.

These pupils have difficulty in understanding the communication of others and in developing effective communication themselves. In some cases this may result in a delay in learning to speak and, in some instances, of never developing meaningful speech. They find it difficult to understand the social behaviour of others, are literal thinkers and fail to understand the social context. When routines are changed, or when settings don't meet their needs, they can become anxious or stressed. This can result in inappropriate behaviour.

Some pupils with ASD have altered perceptions of sounds, sights, smell, touch and taste that affect their response to these sensations. They may also have unusual sleep and behaviour patterns.

Young children with ASD may not play with toys in a conventional and imaginative way, but use them rigidly and in a repetitive manner. They find it hard to generalise skills and have difficulty in adapting to new situations, instead preferring a known routine.

To access the enhanced provision for communication and interaction difficulties (ASD) at Kings Ash Primary School the child should:

- have a Statement of SEN naming communication and interaction difficulties, usually specifying an autistic spectrum disorder, as the primary need;
- be between 7 and 11 years of age (Y3 – Y6), though admission in Y6 would only occur in exceptional circumstances;

- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties;
- require access to an appropriately differentiated broad and balanced curriculum;
- require a high the level of social and emotional support;
- be able to, or capable of, developing spoken language, although this may need to be supported by an appropriate augmented system of communication;
- have a level of tolerance and a behaviour profile that suggests inclusion in mainstream activities is appropriate for a significant percentage of the timetable (if not immediately, within a reasonable period of time).

Name of School	Preston Primary School
Designation (Sept 2006) of Enhanced Provision	Communication and Interaction Difficulties (Autistic Spectrum Disorder)
Number of Places	8
Age Range	Reception – Y2

Children with an Autistic Spectrum Disorder (ASD)

Pupils with an ASD cover the full ability range but find it difficult to:

- ❑ understand and use non-verbal and verbal communication;
- ❑ understand social behaviour, thus affecting their ability to interact with both children and adults; and
- ❑ think and behave inflexibly, this being demonstrated in restricted, obsessional or repetitive activities.

These pupils have difficulty in understanding the communication of others and in developing effective communication themselves. In some cases this may result in a delay in learning to speak and, in some instances, of never developing meaningful speech. They find it difficult to understand the social behaviour of others, are literal thinkers and fail to understand the social context. When routines are changed, or when settings don't meet their needs, they can become anxious or stressed. This can result in inappropriate behaviour.

Some pupils with ASD have altered perceptions of sounds, sights, smell, touch and taste that affect their response to these sensations. They may also have unusual sleep and behaviour patterns. Young children with ASD may not play with toys in a conventional and imaginative way, but use them rigidly and in a repetitive manner. They find it hard to generalise skills and have difficulty in adapting to new situations, instead preferring a known routine.

To access the enhanced provision for children with communication and interaction difficulties (ASD) at Preston Primary School the child should:

- have a Statement of SEN naming communication and interaction difficulties, usually specifying an autistic spectrum disorder, as the primary need;
- be between 4 and 7 years of age (R-Y2), though admission in Y2 would only occur in exceptional circumstances;
- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties;
- require access to an appropriately differentiated, broad and balanced curriculum;

- require a high the level of social and emotional support;
- be able to, or capable of, developing spoken language, although this may need to be supported by an appropriate augmented system of communication;
- have a level of tolerance and a behaviour profile that suggests inclusion in mainstream activities is appropriate for a significant percentage of the timetable (if not immediately, within a reasonable period of time).

Name of School	St Margaret's School
Designation of Enhanced Provision	Hearing Impairment
Number of Places	10
Age Range	Foundation, Key Stage 1 and 2

Pupils with a hearing impairment (HI) range from those with a mild hearing loss to those who are profoundly deaf and they cover the whole ability range. For educational purposes a child would be regarded as hearing impaired if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Some pupils with a HI may also have an additional disability or learning difficulty. A hearing loss may be conductive or sensori-neural and is measured on a decibel scale. Four categories are used: mild, moderate, severe or profound. Some pupils may communicate through signing instead of, or as well as, speech.

The following audiometric descriptors are used to describe the severity of a hearing loss. These are the British Society of Audiology Guidelines for Audiological descriptors.

- Mild hearing loss 20-40 dBHL
- Moderate hearing loss 41-70 dBHL
- Severe hearing loss 71-95 dBHL
- Profound hearing loss 96 dBHL and above

To access the enhanced provision for hearing impairment at St Margaret's School the child should:

- be in receipt of a Statement of SEN naming a sensory and physical difficulty and specifying a hearing impairment, as the primary area of need;
- be a child with at least a moderate hearing loss (41-70 db) but not in receipt of a Statement of Special Educational Needs. Admissions for these pupils are managed by the Hearing Impaired Advisory Service. For more information please contact Hazel Sutherland / Denise Tudor on 01803 208248;
- be between 3 and 11 years of age;
- require access to an appropriately differentiated, broad and balanced curriculum and be included in mainstream activities for a significant percentage of the timetable.

In addition, priority will be given to pupils transferring from similar 'enhanced provisions' and from the Neighbourhood Nursery attached to the school.

Name of School	Brixham Community College
Designation of Enhanced Provision	Communication and Interaction Difficulties (Autistic Spectrum Disorder)
Number of Places	8 in KS3 and 8 in KS4
Age Range	Key Stage 3 and 4

Pupils with an ASD cover the full ability range but find it difficult to:

- ❑ understand and use non-verbal and verbal communication;
- ❑ understand social behaviour, thus affecting their ability to interact with both children and adults; and
- ❑ think and behave inflexibly, this being demonstrated in restricted, obsessional or repetitive activities.

These pupils have difficulty in understanding the communication of others and in developing effective communication themselves. In some cases this may result in a delay in learning to speak and, in some instances, of never developing meaningful speech. They find it difficult to understand the social behaviour of others, are literal thinkers and fail to understand the social context. When routines are changed, or when settings don't meet their needs, they can become anxious or stressed. This can result in inappropriate behaviour.

Some pupils with ASD have altered perceptions of sounds, sights, smell, touch and taste that affect their response to these sensations. They may also have unusual sleep and behaviour patterns. Young children with ASD may not play with toys in a conventional and imaginative way, but use them rigidly and in a repetitive manner. They find it hard to generalise skills and have difficulty in adapting to new situations, instead preferring a known routine.

To access the enhanced provision for communication and interaction difficulties at Brixham Community College the child should:

- have a Statement of SEN naming communication and interaction difficulties, usually specifying an autistic spectrum disorder, as the primary need;
- be between 11 and 16 years of age (Y7– Y11), though admission in Y10 & 11 would only occur in exceptional circumstances;
- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties;
- require access to an appropriately differentiated, broad and balanced curriculum;

- require a high the level of social and emotional support;
- be able to, or capable of, developing spoken language, although this may need to be supported by an appropriate augmented system of communication;
- have a level of tolerance and a behaviour profile that suggests inclusion in mainstream activities is appropriate for a significant percentage of the timetable (if not immediately, within a reasonable period of time).

Name of School	Westlands Bi-lateral School & Technology College
Designation of Enhanced Provision	Hearing Impairment
Number of Places	13
Age Range	Key Stage 3 and 4

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf and they cover the whole ability range. For educational purposes a child would be regarded as hearing impaired if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Some pupils with a HI may also have an additional disability or learning difficulty. A hearing loss may be conductive or sensori-neural and is measured on a decibel scale. Four categories are used: mild, moderate, severe or profound. Some pupils may communicate through signing instead of, or as well as, speech.

The following audiometric descriptors are used to describe the severity of a hearing loss. These are the British Society of Audiology Guidelines for Audiological descriptors.

- | | |
|--|-------------------|
| <input type="checkbox"/> Mild hearing loss | 20-40 dBHL |
| <input type="checkbox"/> Moderate hearing loss | 41-70 dBHL |
| <input type="checkbox"/> Severe hearing loss | 71-95 dBHL |
| <input type="checkbox"/> Profound hearing loss | 96 dBHL and above |

Please refer to the Local Authority's Guidance Criteria for Making Statutory Assessment.

To access the enhanced provision for hearing impairment at Westlands Bi-Lateral School & Technology College the child should:

- be in receipt of a Statement of SEN naming sensory and physical difficulty and specifying a hearing impairment as their primary need;
- be a child with at least a moderate hearing loss (41-70 db) but not in receipt of a Statement of Special Educational Needs. Admissions for these pupils are managed by the Hearing Impaired Advisory Service. For more information please contact Hazel Sutherland / Denise Tudor on 01803 208248;
- be between 11 and 19 years of age;

- have a level of functioning and ability indicative of a child who does not experience severe learning difficulties; and
- require access to an appropriately differentiated, broad and balanced curriculum and be included in mainstream activities for a significant percentage of the timetable.

In addition, priority will be given to pupils transferring from special provisions for children with a hearing impairment, either primary, such as St Margaret's School, or other specialist secondary provisions.

PROTOCOL FOR THE MANAGEMENT OF ADMISSIONS TO SPECIAL SCHOOLS AND ENHANCED PROVISIONS

At the present time requests for placement at a Special School or Enhanced Provision will only be considered for pupils who have a Statement of Special Educational Needs or who are undergoing statutory assessment.

Parental Preference

On completion of Statutory Assessment

Parents may express a preference for a maintained special school or make representations for any other school under Schedule 27, Education Act 1996. The Local Authority must comply with this request unless

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

If parents do not make a preference for a school the Authority will determine the most appropriate provision and consult accordingly. Every effort will be made to discuss the proposed placement with the parents and keep them fully informed in writing.

Request from Parents to change the name of the school in Part 4 of the Statement

Parents have the right to request the Local Authority to substitute the name of a maintained school under Paragraph 8, Education Act 1996. The Local Authority must comply with the request so long as it is made more than 12 months after

- a similar request
- the issue of the final Statement
- the issue of an amendment to the Statement
- the conclusion of an appeal to the Special Educational Needs Disability Tribunal (SENDIST) over the provision specified in the Statement
- for the reasons identified above.

Disagreement Resolution/ SENDIST

Disagreement resolution may be offered to parents if the Local Authority is not able to name the preferred school in order to discuss areas of concern and the provision available at the placement offered by the Local Authority.

Following the issue of a final Statement of Special Educational Needs or a refusal by the Local Authority to change the name of the placement in Part 4 a parent has two months to lodge an appeal with SENDIST if they do not agree with the placement as identified in Part 4 of the Statement.

Consultation with preferred or identified school

All consultations should be made by the Authority. The Authority will consult with parents' preferred school, if appropriate. If the Governing Body considers the pupil's special educational needs can be met at the school and there are no other requests for the place the Authority will make a decision as to whether to name the preferred school on the Statement. These decisions will be reported to the Statement Resource Panel.

If there is no response from the Governing Body following consultation and there is a place available the Authority will make a decision as to whether to name the preferred school.

If, following consultation with the preferred school the Governing Body considers that the pupil would not be appropriately placed or there is more than one request for a place, the Authority will request that appropriate professionals attend the Statement Resource Panel which is currently held fortnightly. This will be timetabled accordingly. The Panel normally includes the Head of the Special Needs Section, Principal Educational Psychologist and a Primary and Secondary Headteacher. This panel will advise the Authority on prioritising pupils for a limited number of school places and on alternative provision. Consideration will be given to flexibility about numbers of pupils as outlined on page 5 of the Admissions Criteria. The criteria as outlined on page 9 of the Admission Criteria will be used to determine appropriate school placements. However, the Local Authority remains the admitting Authority and will make the final decisions about pupil placements.

If, following consultation the Governing Body considers that additional resources would be necessary to meet the child's needs this request will be considered by the Statement Resource Panel. A decision will then be made by the Authority.

All responses to consultation by Governing Bodies should be made in writing to the Head of the Special Needs Section

Decisions about placements and the reasons they are made should be clearly recorded to ensure a transparent decision-making process.

Parents and schools will be notified in writing about decisions made and the reasons for that decision.

PROTOCOL FOR PUPILS TRANSFERRING FROM SPECIAL SCHOOLS/ENHANCED PROVISIONS TO MAINSTREAM SCHOOLS

If, following the Annual Review of a pupil's Statement of Special Educational Needs or at an appropriate time, it is considered that a pupil's special educational needs would be best met in a mainstream setting a request for transfer should be directed to the Head of the Special Needs Section.

Staff in the specialist setting should discuss the possible transfer with parents before a request is made and ascertains parental preference for a mainstream school. It will be necessary to inform parents that they are likely to be responsible for transport if they do not choose the school designated for their home address.

Updated information about the pupil and recommendations for transfer, including parental preference, should be sent to the Head of the Special Needs Section.

The Statementing Resource Panel will consider a request but the final decision about placement will be made by an Officer of the Authority. It may be necessary to request that a professional from the specialist setting attend the panel to give further information if necessary.

Requests for additional resources to support the pupil in a mainstream setting will be considered by the Authority in line with the new arrangements for funding Statements of Special Educational Needs

If the transfer request is considered to be appropriate the Authority will consult with the parents' preferred school as outlined in Schedule 27, Education Act 1996. Consideration will be made by the Authority of concerns expressed by the school about difficulties in meeting the pupil's needs. A final decision about naming the school on a pupil's Statement of Special Educational needs will be made by the Authority.

If the school agrees the pupil's needs can be met by the school it is likely that a period of integration will be appropriate. This will require joint planning between the special and mainstream settings including relevant professionals.