

Samuel Cody School



ADMISSIONS CRITERIA AND POLICY

Facilities and Resources

1. Samuel Cody School is a day special school for children with learning difficulties. It offers support to children with an Education Health Care Plan in small groups, delivering the full range of the National Curriculum suitably differentiated to the individual needs of the child.
2. The school is registered with the Department for Education & Employment for children in the age range 4 to 16 years.
3. Whilst the school's registration with the DfEE is for children with 'Moderate Learning Difficulties', the school offers support to children with a broad range of needs that can affect their learning and cause generalised difficulties.
4. Where a child's difficulties require additional specialist expertise, equipment or staffing levels, not normally available in the school, additional resources will be negotiated with external providers.
5. Children are normally taught in small groups based on the DfEEs recommended ratios for teachers and pupils. Those levels of staffing are facilitated by the Hampshire County Council Local Management of Special Schools Scheme.

Admission Process

1. Admissions to the school are determined by the Local Authority. The decision of the responsible Education Officer is final but the Headteacher reserves the right to state if the school can meet the needs of individual pupils and whether their presence in school would affect the education of others detrimentally.
2. The number of children to be admitted to the school is normally determined by the Agreed Place Number that has been set in agreement with the Local Authority as the basis of funding. Any child admitted above that agreed place number will be subject to retrospective funding.
3. Prior to admission, all relevant papers will be passed to the school. The school will meet with the parents and child (and any other interested or relevant party) to determine the arrangements for the child's admission.

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All placements are subject to annual review according to the requirements of the Education Act 1993, the Code of Practice for Identification and Assessment of Children with Special Needs and/or any modifications to that legislation of requirement as issued by the Department for Education & Employment and Hampshire County Council.

4. Children will normally be admitted in the Autumn Term of Year. Children will also be admitted at other times according to need and as required by the Local Education Authority.
5. Whilst the school normally expects to admit children from the local area, it is a county resource and may be required to admit a child from any part of Hampshire and neighbouring counties if places are available..

Commitments

1. The school is committed to providing the highest quality educational opportunities for its children. The school makes that commitment without reservation or qualification.
2. The school expects that any child who attends the school will be equally committed to taking advantage of those opportunities.
3. The school expects that any child and his/her parents in accepting a placement at the school also accept the school's behaviour and discipline policy (given to all pupils and parents at the time of admission). If parents or the child feel they are unable to meet these expectations an alternative school placement should be sought.

Admission Policy for Codyhill ASD Centre

1. Pupils will have an EHCP with ASC as their primary need. Pupils will be identified for the designated ASC Centre placements by the SEN Service.
2. Children will be within the broad average ability range or above with the potential to take GCSEs and other accredited courses.
3. Pupils identified for the new ASC Centre provision will meet the criteria for placement at the mainstream resourced provisions but show clear evidence that placement at a large secondary school without specialist support is unlikely to be successful. This will include pupils already

showing failure in mainstream or who show a strong likelihood of doing so.

4. Pupils' social/emotional development and emotional vulnerability will be a key determining factor and it will be important to identify children at risk as early as possible, with pupils expected to transition into year 7 Autumn term identified in the summer term of year 5.
5. Mainstream placements for children with ASC sometimes break down during years 7, 8 and 9. Admissions throughout the years of 7 and 8 will be possible as well as at the year 7 transition point. It is thought that transition in year 9 with the expectation to study GCSE courses the next year will be too short an adjustment period for the pupils, but will be reviewed on an emergency case basis only.
6. Wherever possible, it is anticipated that the cases for admission will be discussed by the Autism LAPAG.
7. All other admissions criteria set out above for Samuel Cody School will also apply to Codyhill ASD Centre where appropriate.