



Manor School Admissions Policy

2025/26

Approved	July 2025
Review date	July 2026

Aims

Our Admission Policy adheres to the DfE's Schools Admissions Code 2021.

Manor School is part of The Rise Partnership Trust (RPT).

We seek to provide an outstanding safe, positive, encouraging learning environment within a friendly, welcoming atmosphere. We cater for pupils with severe to complex learning difficulties and a range of other additional needs, such as Autism.

Manor School fosters a culture that is positive, collaborative and which values and respects every member of its community equally. The school builds positive relationships with parents/carers and encourages their full involvement in their child's education.

Our school aims to ensure that pupils have the maximum number of opportunities to participate fully in society, thus enhancing their life chances. Staff support pupils to thrive and help give them the confidence to learn independently.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to be a centre of excellence for our pupils, parents/carers, staff, the Local Authority (LA) and the wider community.

Provision

As of September 2025, Manor School is a 204 (PAN) place special school (Reception to Key Stage 2).

Our reception aged pupils attend the Manor School Early Years Centre (MSEYC). This provision is based on Bridge Road (NW10) and is approximately 2.5 miles from the main site on Chamberlayne Road (NW10).

Our curriculum, resources and teaching approach are highly differentiated and modified to create learning opportunities which provide the foundation for our pupils to become life-long learners and active members of their community. The core of our curriculum has an emphasis on functional communication, life skills, personal, social and health education (PSHE), and citizenship. We offer a curriculum that provides a breadth of experiences and is a vehicle for the delivery of essential skills.

The school's approach aims to be holistic and creative to ensure personalised learning. Each pupil has their own Personalised Intervention Plan (PIP) and works at their own pace. Staff have time to observe the pupils they teach, to listen to them and to provide them with opportunities to express themselves; thereby developing positive self-image through a sense of achievement.

Staff ratios are high. There are 8 pupils in each of our Reception classes, and between 7 and 10 pupils in each of our Key Stage 1 and 2 classes.

The number of adults in each class depends on the nature/needs of the pupils in a class group, and which of our Provision Pathways they follow: Rosemary, Lavender or Thyme (please view Curriculum Handbook for further information).

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All staff are trained in understanding and meeting the needs of pupils with a variety of learning needs, Autism and other conditions.

The Trust employs Speech and Language Therapists (SaLT), Speech and Language Therapy Assistants and Occupational Therapists (OT). Our pupils' speech, language and communication needs are met as identified in their EHCPs; our occupational therapists provide support with meeting the needs of pupils with identified sensory and physical difficulties.

The Trust's Director of Inclusion and Therapy oversees the school's Inclusion Team and Verbal Behaviour provision.

A Family Liaison Practitioner supports families with the various challenges they face. As well as running clinics and workshops on site, our Family Liaison Practitioner can also offer support in the home environment.

A Medical Welfare Coordinator is based in the Medical Room at our Chamberlayne Road site. Our Medical Welfare Coordinator is supported by the local Primary Care Trust and meets regularly with colleagues from the School Nursing Team. This team is based at The Village School, Kingsbury.

Where needs have been identified, pupils at Manor School are supported by the LA's Specialist Visual Impairment (VI) and Hearing Impairment (HI) teams.

All pupils have the opportunity to swim as part of the curriculum. For younger pupils, swimming lessons take place in the pool at our Chamberlayne Road site; some of our older pupils swim at the Moberly Sports Centre.

We employ specialist Art, Music, PE and Life Skills tutors and visiting artists, coaches and performers enrich the curriculum by working with our pupils on a regular basis.

Trips, outings, and residential stays (for upper KS2 pupils) are organised to develop knowledge and understanding beyond the classroom; in doing so, they enhance learning. The school has its own minibuses to facilitate this provision.

Manor School also has access to the Children with Disabilities Team and Brent Carers (a parent support organisation). Where necessary, access to the Children and Adolescent Mental Health Service (CAMHS) can be sought via a parent agreed referral.

Pupil Profile

Our school caters for pupils whose general cognitive ability indicates to professionals that they require a highly modified and personalised curriculum.

Pupils have severe to complex learning difficulties and/or a diagnosis of Autism. They may have additional language and communication difficulties, social difficulties, sensory impairments, medical needs or moderate physical disabilities. It should be noted that our pupil profile has changed significantly over the past few years, in line with national 'trends', and over 80% of our pupils have a diagnosis of Autism.

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Many of our pupils require additional support to develop their communication skills; therapists and highly trained staff are experts in identifying which 'system(s)' are likely to be most effective. A plethora of approaches are used across school, including: PECs, Makaton (sign), Communication Boards, high tech devices (e.g. Grid) and various visual/symbolic aids. Many of our pupils need programmes of support to develop their self-help and independence skills. Some of our pupils have challenging behaviour which is likely to be ameliorated by a specialist approach to managing their needs.

Pupils who meet the criteria are likely to be assessed as lying within a range of levels from early developmental levels/levels of engagement, through to the Pre Key Stage standards. Progress is assessed regularly and the school has developed its own highly specialised assessment programme that is based on a small step, 'I Can' approach. The system we use is called "Small Steps" and is extremely effective in tracking the progress of pupils with SEND.

Admission criteria

The admission process is overseen by the Headteacher who liaises with the Trust's CEO as needed.

A pupil is eligible to be offered a placement at Manor School if the following applies:

The pupil has an Education Health and Care Plan (EHCP) or is currently undergoing a statutory assessment of their needs under the 1996 Education Act that will result in an EHCP;

- The pupil presents within the aforementioned pupil profile;
- There is evidence from professionals that the pupil will benefit from access to a highly modified, personalised curriculum within a special school environment;
- The pupil's profile is within Brent's 'Band 6' SEND Banding range;
- A place is available in an appropriate class group that will offer a suitable peer group to meet the pupil's personal, social and learning needs;
- The pupil's parents are in agreement with the idea to place their son/daughter within a special school setting.

Please note, the classrooms at our main school site on Chamberlayne Road are housed in a three storey Georgian Building and not all of the specialist areas are accessible by lift. Manor School is therefore not an appropriate setting for pupils with significant physical disabilities.

The school can only admit a pupil:

- If there is a vacancy in an appropriate class group;
- If the pupil's needs can be met by the school;
- If the pupil's needs can be accommodated without adversely affecting the education of the other pupils in the school;
- If the placing LA agrees to the Banding (funding) identified by the school.

The school is not able to admit pupils over its Published Admission Number (PAN) except in exceptional circumstances. Manor School's PAN is currently 204 pupils.

Admission over number can only be agreed with the consent of the CEO in liaison with the Headteacher and Trust Board. If consent is agreed to place a pupil over number, the placing Local Authority must agree to the Banding and support level requested by Manor School.

We can offer places to children and young people who have complex learning difficulties and significant medical needs only when the appropriate Banding is agreed with the placing Local Authority.

We can, on occasion, offer the possibility of mainstream inclusion for a session per week for social or specific academic reasons if/when this is appropriate (with parent's consent). However, this is subject to individual agreements with mainstream partners. Due to travel implications and staffing restraints, inclusion sessions can only be facilitated in settings which are in close proximity (i.e. walking distance) to our school. We consider that if a pupil requires more than one session per week, they may be ready to transfer to a mainstream setting. Within our staffing and budgetary constraints we cannot offer more than one session per week.

We can/will only agree to admit a pupil if their needs can be accommodated without adversely affecting the education of the other pupils at Manor School.

The level of therapy support (speech & language therapy and occupational therapy) is determined on an individual basis (see EHCP) and is subject to negotiation with the placing Local Authority. Any individual physiotherapy requirements will need to be provided for separately by the placing Local Authority. If the therapy input defined in Section F of a pupil's EHCP is increased or significantly changed by a Local Authority without prior agreement from school, the placing Local Authority is responsible for commissioning and delivery.

Please note that we can only admit pupils into their actual/chronological year group. We are unable to offer any pupil a placement that is outside of their year group, even if they've been "held back" by a previous setting earlier in their education.

To ensure fairness, we only consider places for pupils who are seeking an admission in the current academic year (i.e. "in year" admissions), or for a September start in the following academic year. We are unable to reserve places for future academic years beyond this.

Admission procedure for families:

- Parents / carers should phone the school office (0208 968 3160) to arrange a school tour. Parents / carers should inform the office which year group their child is currently in and whether they're looking for an "in year" admission;
- If parents / carers would like their home Local Authority to formally consult with Manor School, they should speak to the SENCo (current setting) and speak to the relevant SENAS Case Officer.

Admissions procedure:

All admissions are co-ordinated via Brent's SENAS team.

For pupils living out of borough, the placing Local Authority should send consultation papers via Brent's SENAS Team and copy in send@manor.brent.sch.uk.

The Headteacher will review the EHCP and any additional information about the pupil and arrange for a colleague to visit them in setting. Following this, the Headteacher will inform the placing Local Authority about whether or not Manor School can meet needs.

If needs can be met, and a space is available, the Headteacher will inform the placing Local Authority of the funding (banding) necessary. This will be done in writing. Once banding agreement is in place, the placing Local Authority will formally inform parents and transition work will commence at an appropriate time.

If needs can't be met, or if a space is not available, the Headteacher will inform the placing Local Authority of this within 15 days.

Please note, Manor School does not operate a "waiting list."

It should be noted that the majority of our vacancies will be in Reception. Vacancies in older year groups tend to only occur if/when a pupil transitions away from Manor School.

Questions or Comments:

Any questions or comments can be passed on, in writing, to:

Steven Thompson (Headteacher) c/o Manor School, Chamberlayne Road, NW10 3NT.

Other school policies and further information can be found on Manor's website or by visiting the school site:

- Equal opportunities
- Information sharing
- The curriculum
- Complaints procedure
- Safeguarding policy