

Manor School



Admissions Arrangements

September 2021

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| Approved | September 2021 |
| Review date | September 2022 |

Aims

Our Admission Policy adheres to the DfE's Schools Admissions Code 2019.

Manor School is part of the The Rise Partnership Trust.

We seek to provide an outstanding safe, positive, encouraging learning environment within a friendly, welcoming atmosphere catering for pupils with moderate to severe/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 the pupils have the maximum opportunity to participate fully in society to enhance their life chances. Staff support pupils and help give them the confidence to learn independently.

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

Provision

Manor School is a 194 (PAN) place primary special school (Reception to Year 6).

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

The school's approach aims to be holistic and creative to ensure personalised learning. Children have a personalised intervention plan and work at their own pace within clear behaviour boundaries. Staff have time to observe the children they teach, to listen to them and provide them with opportunities to express themselves thereby developing positive self-image through a sense of achievement.

Children are taught in classes which range from up to 9 pupils in Reception, 6 to 9 pupils at KS1 and 6 to 9 pupils at KS2.

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

The school has:

- speech and language therapists, SaLT specialist assistants and occupational therapists. All the pupils' language and communication needs are met as identified in their EHCPs and the occupational therapists provides guidance on meeting the needs of pupils with sensory difficulties etc.
- a specialist Head of Inclusion & Family Liaison who leads on Verbal Behaviour, behaviour support and intervention across our Trust; they are supported by a specialist VB Practitioner, a specialist Inclusion Practitioner and a Family Liaison Coordinator who supports families and can even offer families who are referred to her (in school referral) support within their homes

- a medical welfare and wellbeing coordinator based in the medical room who is supported by the Primary Care Trust. This support includes regular visits from the paediatrician and from a nurse based at The Village School
- access to the LA Visual Impairment and Hearing Impairment Teams

Pupils have the opportunity to swim as part of our curriculum and to develop independent living skills. We have a specialist art, music and life skills lead, and visiting artists who work with the children on a regular basis.

Trips, outings, and residential for upper KS2, pupils are organised to develop knowledge and understanding beyond the classroom and enhance learning. The school has its own minibus to facilitate this provision.

Manor School also has access to the Children with Disabilities Team and Brent Carers (a parent support organisation). Access to the Child and Adolescent Mental Health Service (CAMHS) would be made 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 may have moderate to severe/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 changes significantly over the past few years, in line with national 'trends', and over 80% of our pupils have a diagnosis of Autism.

Pupils may need additional support to develop communication and this is done with PECs, Makaton (sign), POD, high tech devices and various visual/symbol cues (one approach or a combination). They will need programmes of support to develop self-help skills and independence. Some pupils may 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 Pre Key Stage standards (previously P-level 2(ii) to working towards the National Curriculum). 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 and is extremely appropriate to support the tracking of pupils progress for SEND pupils. Our assessment process enables us to track pupils' progress and measure each pupil's progress year on year.

Admission criteria

The admission process is overseen by our Executive Head/CEO in liaison with the Head Teacher.

A child is eligible to be offered a special school placement at Manor School if they meet the following criteria:

- The child 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 child presents within the aforementioned pupil profile
- There is evidence from professionals that the child will benefit from access to a highly modified, personalised curriculum within a special school environment.
- The child's profile is banded within Brent's 4 – 6 SEND Banding range.
- A place is available in an appropriate class group that will offer a suitable peer group to meet the child's personal, social and learning needs.
- The child's parent is in agreement with the idea to place their child within a special school setting

NB. The school is not an ideal setting to provide for children with significant physical disabilities as we are housed in a three storey building with 6 flights of stairs;

In exceptional cases a child who does not fully meet the criteria may be considered for a placement at Manor School. Individual cases will be discussed by the Complex Panel and the Head Teacher in liaison with the Executive Head/CEO.

The school can only admit a child:

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

The school will not be able to admit pupils over our number (194 pupils) except in exceptional circumstances for example where they are at risk of exclusion or where no other appropriate placement can be found.

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

Priority for all places is given to Brent residents, according to age and need. Requests from out of borough children are considered on an individual basis.

We can offer places to children and young people who have complex learning difficulties and significant medical need 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 the parent's consent). However, this is subject to individual negotiations with the mainstream school/s about the level of inclusion, can only be organised with our local mainstream settings due to travel implications and cannot be for more than one session per week due to funding/staffing restraints. We consider that once a child requires more than one session per week that this is likely to indicate they may be ready to transfer to a mainstream placement. Within our staffing and budgetary constraints we cannot offer more than one session per week.

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

The level of therapy support - speech & language therapy and occupational therapy - is determined on an individual basis and is subject to negotiation with the placing local authority. Individual physiotherapy requirements will need to be provided for separately by the placing LA.

Please note that we always admit pupils into their actual age identified Year group and are unable to offer any pupil a placement that is out of their year grouping i.e. Reception = a child who will have their 5th birthday in that academic year etc.

To ensure fairness to all we only consider admission for pupils who are seeking an admission to the school in the current academic year, for in year admissions, or for September starters in the next academic year in which that September falls. We are unable to reserve places for future academic years.

Admission procedure for families:

- Phone our school office (020 8968 3160) to enquire if a vacancy is available in the year group required;
- If a vacancy does exist make an appointment to view the school and find out more detail (sometimes with the child by prior agreement);
- If parents then wish to have Manor named in their EHCP they should register their interest in Manor School with their local authority;
- For pupils living out of borough the placing local authority should then request a place for the child or young person via Brent SENAS (LA);
- The Head Teacher will review the EHCP and additional information about the pupil and liaise with the placing local authority in regards to whether or not a placement is possible and at what level of support (Banding) the pupil will require.
- If a placement is available or will be available at the time needed i.e. for Reception intake at the beginning of the Autumn Term and the school can meet the needs of the individual child then a placement will be offered (in writing). Manor School will inform Brent SENAS or the out of borough placing Authority of this (in writing) and the placing Local Authority will formally let the parents know (occasionally placing LAs ask Manor School senior leaders to liaise directly about the offer of a placement with the child's family). Once this has been done, Manor School will write to the parents to acknowledge placement and ensure a transition programme is made available for the child and their family

It should be noted that the majority of our vacancies will be at Reception age as vacancies in older age ranges only occur if a child moves.

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.

or

Jayne Jardine (CEO) c/o Manor School, Chamberlayne Road, NW10 3NT.