



CHURCHILL
SCHOOL

Admission Arrangements

CHURCHILL SPECIAL FREE SCHOOL: Admissions Arrangements

Type	Day school providing specialist provision for pupils aged 8-18, with Autistic Spectrum Disorder and/or specific communication and language difficulties.
Pupils	<p>We cater for boys and girls aged between 8 and 18 years who are of average or above average cognitive ability, usually with a diagnosis of language and communication difficulties, high functioning autism, Asperger's Syndrome, social pragmatic difficulties and those difficulties associated with specific learning difficulties such as dyslexia.</p> <p>The pupils' needs may be complex, creating significant barriers to learning. They may have associated behavioural difficulties, but they will not have severe learning difficulties or significant behavioural and emotional difficulties.</p>
Access criteria	<ul style="list-style-type: none">• Discussions between the LA and the School establish if:<ul style="list-style-type: none">○ The School is suitable to the child's age, ability, aptitude and special educational needs○ The child's placement in the School is compatible with the efficient education of the other pupils with whom the child would be educated○ The placement is an efficient use of resources○ Parents have expressed a preference for the School• The Local Authority names the school in a child's statement of special needs or education and health care plan based on its ability to cater for the child's specific needs i.e. speech, language and communication difficulties, and/or Autism <p>Or</p> <ul style="list-style-type: none">• The pupil is admitted for assessment, or because of changed circumstances requiring specialist interventions
Indicative Admissions criteria	<p><i>Each application is assessed on an individual basis. In each case, we take account of the needs of the individual child and consider whether the school would be suitable to meet their needs with particular reference to the following factors.</i></p> <ul style="list-style-type: none">• Pupils will be aged between 8 and 18 years at the time of admission• The pupil has the potential to access a mainstream curriculum• Pupils will be assessed as performing average or above on the Wechsler scale or equivalent assessment measure• Pupils will have a statement of special educational needs or education and health care plan, specifying that s/he has specific difficulties with language, interaction and communication or a diagnosis of autism.

	<p>The further factors will be considered in relation to the two core provision areas of specific language difficulty and autism</p> <p>Criteria</p> <p>1. A specific language difficulty relating to receptive language or expressive communication or Semantic Pragmatic Language Disorder.</p> <p>The pupil will present with many of the following:</p> <ul style="list-style-type: none"> • Long term specific language behaviours indicating skills significantly below those of peers • Limited expressive language that severely limits participation in classroom/setting activities • Severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties • Expressive communication that severely limits participation in classroom/setting activities • Severe difficulties in following instructions, classroom routines and in maintaining attention to tasks, making it impossible for the pupil to participate in most ordinary classroom/setting and activities without a high level of support and structure. <p>OR</p> <p>2. The pupil will have a formal diagnosis of autism</p> <p>The pupil will demonstrate many of the behaviours (below) which may be ameliorated given appropriate structures and social learning:</p> <ul style="list-style-type: none"> • highly atypical behaviour, such as obsessive, inflexible and/or withdrawn behaviours- some severe, linked to communication difficulties • irrational fears and high anxiety • inappropriate use of language, abnormal responses to sensory experiences and poor communication leading to substantial evidence of distress or emotional disturbance • highly inappropriate social behaviour leading to rejection by peers and social isolation, due to speech delay or inability to express themselves • severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties. • a high level of frustration caused by the inability to participate in the classroom/setting or interact with peers <p>Assessment and/or pupil tracking shows that pupils' projected attainment should be broadly in line with National averages.</p>
Placement	Usually full time, subject to specification of the statement or education and health care plan although pupils may be admitted on a phased return.

<p>Number of places available</p>	<p>There are a total of 70 full time special educational provision places throughout the school. A maximum of 15 places are for pupils who do not have a statement of special educational needs or an education and health care plan, who attend the school for a limited period of time, no longer than 1 year.</p>
<p>Pupil Roll</p>	<p>There will be at least four pupils in Y4 and Y5, at least five pupils in Y6 and a minimum of six pupils per year group in other year groups, with some flexibility at the discretion of the headteacher, giving due consideration to the balance in individual year groups</p>
<p>Qualifications and methods</p>	<ul style="list-style-type: none"> ○ Specialist teachers experienced in working with children with language, communication and interaction needs. All teachers will be qualified teachers with a specialist qualification in language and communication or ASD ○ High staff/pupil ratio of one: eight or less ○ Provision of specialist programmes to promote the learning of pupils through the development of communication, social understanding and flexibility of thought; ○ Specialist teaching assistants trained in supporting pupils with language, communication and interaction needs ○ Provision of an educational psychologist ○ Access to an occupational therapist ○ Provision of a behaviour specialist ○ Access to a speech and language therapist; ○ Well-equipped classrooms; ○ Access to the National Curriculum, modified where appropriate; ○ Access to mainstream resources and lessons, as appropriate ○ Emphasis on language rich environment throughout the school
<p>Admission/ access procedures</p>	<p>The Samuel Ward Academy Trust will admit a child to the Churchill Free Special School, where the Churchill Free Special School is named in the child’s statement of special educational needs or education and health care plan. Samuel Ward Academy Trust may admit, on a temporary basis, a child without a statement to the Churchill Free Special School Academy where:</p> <ul style="list-style-type: none"> (i) he/she is admitted for the purposes of a statutory assessment of his/her special educational needs and his/her admission to the Academy is with the agreement of the local authority, the Samuel Ward Academy Trust, the child’s parent and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001; or (ii) he/she remains admitted following an assessment under section 323 of the Education Act 1996; or

	<p>(iii) he/she is admitted following a change in his/her circumstances, with the agreement of the local authority, the Samuel Ward Academy Trust and the child's parents</p> <p>There will be a maximum of 15 (21%) pupils without statements or education and health care plans. This provision is for pupils who need short term support with language and literacy which can be ameliorated given intensive support, appropriate structures and a language aware environment, or for pupils in the process of assessment, who may transfer to the school on a permanent basis. These pupils will have a diagnosis of language and communication difficulties or high functioning autism. In the absence of a statement, a report from an educational psychologist or specialist will be required recommending that the child be admitted to the school.</p> <p>Applications for the admission of pupils who live outside Suffolk will be considered, subject to the availability of places and transport decisions by the pupil's home Local Authority.</p>
<p>Equality</p>	<p>We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families, to providing an environment in which all children are supported to reach their full potential. Applications are considered regardless of gender, religion, background, race or disability</p>
<p>Admissions arrangements</p>	<p>We admit pupils with statements or education and health care plans naming the school (and a limited number of non-statemented pupils or those without an education and health care plan), who require specialist schooling, who may proceed to different levels of inclusion in mainstream education. Places will usually be taken up at the start of the school year but, by arrangement with the Headteacher, places can be accessed at any time of year, particularly for the purposes of assessment for a Statement of special needs or education and health care plan, where a pupil presents with behaviours consistent with the profile of the School's provision.</p> <p>Places are commissioned by the local authority. The total cost of a place will be agreed with the local authority, who will pay the agreed top-up to the £10000 base funding from the DfE.</p> <p>Parents wishing their child to be considered for a place will be advised to contact their home Local Authority SEN service.</p> <p>The commissioning LA will consult the Headteacher regarding each pupil the LA considers potentially suitable to request a place in the School.</p> <p>The Headteacher will consider the suitability of the school provision in addressing the needs of the child and also giving consideration to the needs of the current pupils on roll.</p>

	<p>The Samuel Ward Academy Trust will consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. Consideration will need to be given to numbers in and the profile of each year group.</p> <p>In the event that the LA names the School and the School objects to the admission of a pupil based on the criteria, the School is under a contractual obligation to admit the pupil; however, the School is able to make a complaint to the Secretary of State who will evaluate if the LA have fulfilled their statutory and legal duties</p>
Home/school communication	We take steps to ensure parents are involved throughout the assessment process to help monitor progress and review targets. We will share information through Link books and draw up support plans together.
Priorities for admission when places are limited	<ul style="list-style-type: none"> • The placement is an efficient use of resources • A statement of special educational needs or education and health care plan, showing autism to be the primary need, will be in place. • Access to specialist subject teaching in mainstream is a vital aspect of provision, particularly for pupils with autism. • The pupil is in care or being looked after or has previously been looked after
Appeals	<p>Appeals will be to the First Tier tribunal for statemented pupils. Parents whose children have special educational needs can appeal to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Authorities in England about their children's education. The applications forms and guidance can be found on www.justice.gov.uk/tribunals/send</p>
Waiting lists	Not applicable