

# Marjory Kinnon School

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## Admissions Policy

February 2019

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<b>Contents</b>	<b>Details</b>	<b>Page</b>
<b>1.</b>	Introduction	<b>3</b>
<b>2.</b>	Designated Capacity	<b>4</b>
<b>3.</b>	Admissions Criteria	<b>4</b>
<b>4.</b>	Admissions Process	<b>6</b>
<b>5.</b>	Children Missing From Education (CME)	<b>6</b>
<b>6.</b>	References	<b>8</b>

## 1. Introduction

Marjory Kinnon School is an all age special school for pupils aged 4-16 years. All pupils have delays or difficulties in communication, interaction, cognition or learning, and function within the Moderate-Severe range of learning difficulties.

The school is able to meet the needs of pupils who have all or most of the following:

- Significant delays in all/most areas of cognition and learning, so that their attainment and progress is significantly below that expected in most subjects, even when they are given appropriate support and differentiated programmes of learning.
- The ability to access the National Curriculum, with adjustments and modification, if broken down into small steps.
- Significant difficulty in acquiring age appropriate levels of literacy and numeracy, while still having the capacity to acquire functional literacy and numeracy skills.
- Significant delays or difficulties in understanding and building concepts.
- Developmental delay that impacts on the acquisition of fine and gross motor skills.

In our nurture and complex needs classes we are also able to meet the needs of pupils with the following barriers to learning:

- Delayed logical/sequential/consequential thinking skills.
- A need for support in order to become independent learners.
- Expressive and/or receptive speech, language and communication delay/difficulties.

In our highly structured classes we can place pupils who:

- Need high levels of visual and adult support in order to focus attention, interact with others, problem solve, and develop self-regulation.
- Have significant sensory needs, displaying intense interests which are barriers to learning, self-directed solitary learning and play.
- Can follow adult direction (with the use of routines, structures and visual communication support), and have the capacity to understand other people's communication intent and are able to respond to focused personalised instruction.
- Have challenging ASD behaviours which, over time can be managed or reduced through the intervention of adult support, routines, structures and visual communication support so that physical behaviours become infrequent and event-led.

In addition, pupils may also have the following needs:

- Medical needs, including epilepsy (that do not require the presence of on-site medical staff in order to manage these needs).
- VI/HI needs (that do not require on site specialist VI/HI staff in order to manage these needs).
- Physical impairment (if this requires high levels of 1:1 support e.g. for toileting, dressing, etc, this would necessitate additional funding).
- Significant developmental delay that impacts on feeding and toileting.

In addition, the school cannot meet the needs of pupils whose Primary need is SEMH, as this has a significant detrimental impact on the vulnerable pupils at the school.

## 2. Designated Capacity

The current designated capacity of the school is 288 pupils. MLD Classes are either arranged in mixed ability groupings (10-12 pupils depending on age-group) or higher needs-based classes (between 6 and 8 pupils depending on age-group). Class groupings will generally have mixed year groups; this is known as vertical groupings. EYFS classes have a maximum of 6 pupils and there are a total of 3 Reception classes that take a mix of MLD and ASD pupils. Pupils receive SLT and OT input through a facilitative approach which enables the class staff to deliver provision.

## 3. Admissions Criteria

The admission procedures for special schools do not conform to the same enrolment and admission procedures applicable to Mainstream schools.

Local Authorities have a responsibility to request a placement for a pupil in a special school. The procedures they are required to follow are detailed in the SEND Code of Practice. All placements at Marjory Kinnon are offered according to the criteria set out in the school and the London Borough of Hounslow's Local Offer (details on the Marjory Kinnon School website).

Pupils admitted to Marjory Kinnon have a Statement of Special Educational Needs or an Education, Health and Care plan (EHCP). Marjory Kinnon will be named in their Statement/EHCP with the support of the Parents/Carers and the LA where the young person lives. Marjory Kinnon will consider out of borough referrals.

Pupils can be admitted into Marjory Kinnon at any time of the academic year. However, most admissions are in September.

Pupils can only be admitted into Marjory Kinnon when a vacancy occurs. The number of vacancies varies from year-to-year depending upon how many pupils leave the school. New pupils can be admitted into any of the year groups, currently Reception to Year 11, providing that appropriate capacity is available.

The Children and Families Act 2014, from September 2014, places a duty on schools to make arrangements for children with medical conditions. Pupils with medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. The school works with parents and health care professions to ensure the needs of pupils are met. Pupils with more severe medical conditions will have an Individual Health Care Plan (IHCP) or Careplan linked to their Statement/EHCP. The IHCP is written by a Health Care Professional and details the arrangements required to meet the medical needs of the child.

The Governing Body has delegated the responsibility for admissions to Marjory Kinnon School to the Headteacher with the following recommendations regarding placement:

- It must be appropriate to the pupil's age, ability and Special Educational Need (as set out in paragraph 2 above).
- The pupil's presenting Special Need must be Moderate Learning Difficulties (including Autistic Spectrum Disorders that fall within the MLD range).
- It must be compatible with the interests of other young people already in the school.
- It must be an efficient use of available resources.

## 4. Admissions Process

The LA sends a copy of the proposed EHCP to Marjory Kinnon's Pupil Admissions Officer with supporting advice.

- The Headteacher makes a preliminary decision on the basis of the information received from the LA and in light of the Governing Body recommendation as previously stated. The Headteacher or Senior leader will contact the existing provision to observe the child in situ.
- Following the observation and a discussion with the Headteacher, the school will inform the Special Education Co-Ordinator. The Special Education Co-Ordinator will be asked to contact the parents/carers so they can come and visit the school.
- The Head of Department (AHT) will meet both pupil and parents/carers, show them around the school and answer any questions. The Headteacher informs the parents that he/she will make a recommendation and that they should also give feedback to their SEND Co-Ordinator.
- The Pupil Admissions Officer informs the LA of the school's decision regarding the admission of this pupil and the reasons which led to it.
- The SEN panel will then finalise the statement and make the final decision with regard to placement.
- The LA may wish to insist on a placement in spite of the Headteacher's decision. In this situation the Headteacher will consult with the Governing Body, who will make a decision on whether or not to appeal to the LA. When a child is given a place at Marjory Kinnon the LA will inform the child's family.

Please note that interest visits are organised by the school on a regular basis to provide parents/carers and professionals with opportunities to view the school and its provision.

## 5. Children Missing From Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Statutory duties and responsibilities are required of: the school, the Local Authority and parents/carers, as determined by the Education Act and the 2016 DfE Children Missing in Education guidance.

## **Local Authority**

The LA should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring that there are effective tracking and enquiry systems in place, and appointing a named person to who schools and other agencies can make referrals about children who are missing education. At the London Borough of Hounslow the named person responsible is: Sandra Weir 0208 583 2768

## **Parents' Responsibilities**

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home but there are conditions that must be met and additional requirements for children with EHC plans. Please refer to the Children missing from education guidance:

<https://www.gov.uk/government/publications/children-missing-education>

## **School Responsibilities**

The school must enter pupils on the admission register from the date that the school has accepted the child will attend the school. If a pupil fails to attend on the agreed date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Schools must monitor pupils' attendance through their daily register in line with their attendance policy. Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the Local Authority.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register. Prior to removing a child from the register both the Local Authority and school will make attempts to establish the child's whereabouts and reason for absence.

Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the Exclusion from maintained schools, academies and pupil referral units in England statutory guidance.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the Keeping Children Safe in Education statutory guidance and in the school's Safeguarding & Child Protection Policy.

## 6. References

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Admissions Code:

<https://www.gov.uk/government/publications/school-admissions-code--2>

Children and Families Act 2014:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Children Missing from Education Sept 2016 Guidance:

<https://www.gov.uk/government/publications/children-missing-education>

Exclusion from maintained schools, academies and pupil referral units in England:

<https://www.gov.uk/government/publications/school-exclusion>