



Hedgewood School

Admissions Policy

Date policy last reviewed: January 2024

Signed by:

_____ Co-headteacher Date: _____
_____ Chair of governors Date: _____

Last updated: 11 January 2024

1. Statement of intent

Hedgewood School is a primary special school for pupils aged 4 to 11 years old. Hedgewood school is currently designated for pupils with Complex Moderate Learning Difficulties including Autism. The school is a designated local authority maintained special school.

The school caters for primary age pupils with:

- Moderate Learning difficulties, which is defined as pupils who have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. Pupils may also have associated speech and language delay, low self-esteem, low levels of concentration and under developed social skills.
- Autistic Spectrum Condition at a complex level, for pupils who are no longer able to cope in a mainstream classroom. ASC pupils admitted to Hedgewood must fit within the cognitive and general profile for admission.
- A range of complex sensory impairments including pupils with hearing aids and input from the visual impairment team. The pupils any impairments must fit within the cognitive and general profile for admission.
- Many of the pupils have multiple difficulties, which include sensory and/or physical, medical, behavioural and social needs.
- Communication difficulties who may be nonverbal, pre verbal, echoic, echolaic or verbal.

This policy sets out the process to gain on roll status at Hedgewood.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy (including children missing education)
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

3. Designated Capacity

The current designated capacity of the school is a maximum of 190 pupils. Classes are either arranged in mixed ability groupings or needs based classes (maximum of 7-10 pupils). Class groupings will generally have mixed year groups; this is known as vertical groupings. All of our pupils have access to our onsite Speech and Language Therapy team as directed by the provision set out in Section F of each pupils individual EHC plan. Pupils who have provision identifying the need for Occupational Therapist input or Physiotherapy input will have this provided as part of their EHC plan.

The school is divided into key areas: Pre Phase 1, Phase 1, Phase 2, Phase 3: 21 classes in all. The curriculum at Hedgewood is focused on developing the essential knowledge and understanding, as well as the social skills young people will use in everyday activities. We name these as 'essential life skills' which enable our pupils to have the foundations for life-long learning.

4. Admission Criteria

The admission procedures for Special schools is different to the enrolment and admission procedures applicable to Mainstream schools. Local Authorities are the commissioners of a young persons EHC plan and therefore have a responsibility to source appropriate placements for children holding an EHC plan. The procedures they are required to follow are detailed in the SEND Code of Practice and on the Hillingdon Borough Admissions guidance for SEND <https://www.hillingdon.gov.uk/send-school-places>

All pupils admitted to Hedgewood must hold an Education, Health and Care plan (EHC plan) and Hedgewood will need to be named on this plan to secure a place after consultation.

If consultation results in a placed being offered, Hedgewood will be named in their EHC plan with the support of the parents/carers and the LA where the young person lives. Hedgewood may on occasion consider out of borough referrals; however, Hillingdon pupils will have precedence.

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

Pupils can only be admitted into Hedgewood 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 years Reception to 6, providing that appropriate capacity is available in the appropriate curriculum phase.

The Children and Families Act 2014, places a duty on schools to make arrangements for young people with medical conditions. Young people with medical needs have the same right of admission to school as other young people and cannot be refused admission or excluded from school on medical grounds alone. The school's 'Supporting Pupils with Medical Needs' policy highlights arrangements for admissions where young people have significant medical needs. The school works with parents and health care professions to ensure the needs of young people are met.

Pupils with more severe medical conditions will have an Individual Health Care Plan (IHCP) linked to their EHC plan. The IHCP is written by a Health Care Professional and details the arrangements required to meet the medical needs of the young person.

The governing body has delegated the responsibility for admission to Hedgewood School to the co-headteachers with the following recommendations regarding placement:

- It must be appropriate to the young person's age, ability and Special Educational Need (as set out in paragraph 2 above).
- It must be compatible with the provision of efficient education of other young people at the school.
- It must be an efficient use of available resources.

5. Admission Process

The LA sends a copy of the proposed EHC plan to Hedgewood with supporting advice.

1. The co-headteachers/SLT 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 co-headteachers or SLT may contact the existing provision to observe the child in the existing provision.
2. Following the observation and assessment of the young person in their current setting, the co-headteachers/SLT will inform the LA of the school's view regarding the admission of the young person and the reasons which led to it. If Hedgewood School are able to meet needs and offer a placement, the LA will be notified with a detailed costing provision map to fund the placement.
3. The SEN panel will then finalise the EHC plan and make the final decision with regard to placement.
4. If a place is confirmed the Local authority SEND officer will notify parents/carers in writing formally and name, the school on the young persons EHC plan.

Once Hedgewood school has been named, the school will arrange with parents/carers a visits to the school. The co-headteacher/SLT will meet both parents/carers, show them around the school and answer any questions.

If a place is offered and accepted, the Local Authority will notify parents/carers of the starting date and any transport arrangements providing the home to SEND school transport criteria are met.

Please note that prospective parent/carer visitors' sessions are organised by the school on a termly basis to provide parents/carers and professionals with opportunities to view the school and its provision.

Factors determining whether placement is appropriate

- An EHC Plan is in place.
- Hedgewood have considered a full range of recent and relevant pupil information and completed and detailed consultation assessment.

- The school believes that placement would not jeopardise the education of others on roll, and that it will be an effective and efficient use of resources. This would involve a consideration of space, class numbers and therapy needs as well as staffing ratios
- The school believes that there will be good compatibility with the education of other young people and that the young people already on roll would suffer no educational detriment.
- School and LA have agreed Top Up funding.

There is always need to achieve for a manageable, safe “balance” within teaching groups that will impact on class size, grouping of young people and staff ratio determined by a risk assessment. This encompasses all issues in relation to the equality of opportunity and compatibility so that the best teaching and learning environment can be maintained.

6. Children Missing From Education (CME)

Children missing in education are young people 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 authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these young people, 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 young people who are missing education. At Hedgewood School the attendance officer is Hayley Carlo and concerns can be sent to office@hedgewood.org for her attention.

Parents’ responsibilities:

Parents/carers 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 young people with EHC plans. Please refer to the Children missing from education guidance: see <https://www.gov.uk/government/publications/children-missing-education>

Schools’ responsibilities:

The school must enter pupils on the admission register from the date that the school has accepted the pupil will attend the school. If a pupil fails to attend on the agreed date, the

school should undertake reasonable enquiries to establish the young person's whereabouts.

The school will inform the Local Authority CME Team of any young person who has not attended school for 10 consecutive school days without provision of reasonable explanation.

If a young person is absent from school and their whereabouts is unknown, we will make reasonable enquiries to locate them; this may include calling emergency contacts and visiting the home address. Where the safety of a young person is in doubt then a referral will be made to social care or the local Police.

All Hedgewood pupils have an EHC plan and will not be removed from roll without direction and confirmation from the LA's SEN team.

Further information about schools' safeguarding responsibilities can be found in the Keeping children safe in education statutory guidance and in the school's Safeguarding Policy & attendance 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>

