

**srs** *Samuel Rhodes Special Educational Needs School*  
*Outstanding 2012*

**Admissions Policy 2013-16:  
Admissions for September 2016 onwards**

Policy first agreed at Senior Leadership Team (SLT) meeting: June 2013

Date policy to be reviewed: February 2017

People involved in consultation process: 1: Senior Leadership Team  
2: Governors  
3: Islington Special Educational Needs (SEN) Department

Lead SLT: Head teacher

Display/availability: Policy file  
Shared Drive (S:)  
School Website

Monitoring and Evaluation: Senior Leadership Team

**Signed:**

Chair (or Vice-Chair of Governors) \_\_\_\_\_ Date \_\_\_\_\_

Head teacher (or Deputy Head teacher) \_\_\_\_\_ Date \_\_\_\_\_

## Admissions Policy 2013-15: For Admissions from September 2016

Samuel Rhodes is an Islington school for pupils aged 5-19 years with special educational needs (Moderate learning difficulty). The school is co-located with mainstream schools on two sites and is funded for 107 children.

Our secondary school and sixth form department is co-located with Highbury Grove School and our primary department is co-located with Montem School.

We can offer the **possibility of mainstream inclusion**. However this is subject to individual negotiations with the mainstream school about the level of inclusion. The school cannot guarantee extended attendance in mainstream lessons, as our partner schools have separate governance.

### Samuel Rhodes School Admissions Criteria: 2015-16

Samuel Rhodes School caters for children living closest to the school who meet the admissions criteria.

**Funded places:** 107

**Age range:** 5-19 yrs

**School Organisation:** 2016-17

(NOR)	Agreed maximum number on roll	
• Primary school	Children 5-11 years	30 places
• Secondary school & 6 <sup>th</sup> form	Children 11-17 years	97 places

### Admissions Criteria 2016-17

We provide education for pupils with moderate learning difficulties.

**These needs will affect all or most areas of learning.**

- KS1 Scores generally in the range of 22-50 months on the current Early Years Foundation Stage Profile at age 5
- KS2 in the range of P6b to Level 1 or working between age 3-5 equivalent level at age 7, in most areas of English, Maths and Personal Social Development.
- KS3 in the range of P8 to Level 2B or working between age 5 to age 7 equivalent level at age 11, in most areas of English, Maths and Personal Social Development.
- KS4 in the range of 2B to Level 4 or working at age 7 to age 11 equivalent level at age 16, in most areas of English, Maths and Personal Social Development
- KS5 in the range of Level 2B to Level 5 or working at age 7 to age 13 equivalent level in most areas of English, Maths and Personal Social Development

We recognise that children may well have additional needs e.g. Speech, Language & Communication; Physical and Sensory; Autistic Spectrum Condition; Specific Learning Difficulties (Dyslexia, Dyscalculia, and Dyspraxia), Medical. **If a child has Social, Emotional and Behavioural difficulties, these needs should be secondary to needs which significantly affect all areas of learning.**

Priority is given to children living closest to the school, according to age and need. Requests from out of borough children must be supported by the relevant Local Authority and are considered on an individual basis. Priority will be given to siblings if the needs match the school admission criteria.

- We have regard for the balance of needs which will enable us to maintain the high standards and quality of provision embodied in our mission statement and verified through OFSTED where we were judged Outstanding (December 2012). We therefore:-
  - Only agree to admit a child if the child's needs can be accommodated without adversely affecting the education of the other children in the group.
- The school thrives when full to capacity, and we are usually oversubscribed. Therefore:-
  - We have an agreed number of funded places, which is reviewed annually with Islington Authority Special Educational Needs Department.
  - We aim to have 100% of places filled by the start of each Academic year.
  - Any additional places will be funded by existing arrangements between the school and Islington Local Authority from the starting date.
  - As a small school we strategically plan admissions in order to ensure that transition from our primary to secondary schools and secondary school to 6<sup>th</sup> form can be provided.
  - When the school is oversubscribed, the head teacher will operate a planning list.
- We believe early intervention is important and the earlier children are admitted, the better progress they make. Therefore:-
  - We encourage early referrals, before children and their families experience failure
  - We only offer places to pupils in KS4 in exceptional circumstances.
- We believe parental commitment is important. We therefore:-
  - Only offer a place when parents genuinely want a place at the school
  - Expect parents to sign up to an agreement to support their child's place and take part in opportunities that the school offers
  - Arrange a home visit and transition programme to support you and your child.

### **Admission decisions**

The SEND Code of Practice (which all schools and Local Authorities must follow), requires that children and young people can only be placed in a special school if they have an Education, Health and Care Plan (Statement of Special educational need).

Education, Health and Care Plans are drawn up by the Local Authority following a statutory Education, Health and Care assessment. The Local Authority must decide, in consultation with parents and the school, the school that will be named in the Education, Health and Care Plan. Admission to the school therefore also needs the agreement of the relevant Local Authority. You can contact your Local Authority for more information.

However, it is also possible to be admitted to Samuel Rhodes without an Education, Health and Care Plan, where this is part of an **Education, Health and Care assessment** as long as the parent, school and Local Authority are all in agreement with this.

### **Automatic Transfers (Secondary transfer Year 6-7 and 6<sup>th</sup> form transfer Year 11-12):**

There is **automatic transfer** for Samuel Rhodes Year 6 & Year 11 pupils. All Year 5 Annual Reviews, Education, Health, Care Plan (EHCP) conversions or EHCP reviews will be attended by the Islington Educational psychologist.

As children develop at different rates at their transition review we will again look at your child's needs with information from all the professionals involved.

If Samuel Rhodes School is the best place to meet your child's needs they will automatically transfer to our secondary department.

If the professionals agree your child has made sufficient progress and would be able to have their needs met in a mainstream school or college and this is also the parent's choice we will support you with this process. Some of our pupils have more complex needs that develop as they grow older, if it is felt your child's needs will be better supported in a different specialist provision we will also support you with this process.

Admission criteria must apply to all other applicants. Out of borough applicants will only be considered with the agreement of the relevant Local authority who must name Samuel Rhodes in the Education Health Care Plan and fund the placement.

The school will admit children:

- if there is a vacancy in an appropriate class group
- if the child's needs meet the current admissions criteria
- if it believes it can meet the child's needs from within its resources
- if the child's needs can be accommodated, in relation to the needs of the existing population without adversely affecting the education of the other children in the appropriate group

## **APPENDIX 1**

### **Cognition and Learning Needs**

#### **Moderate Learning Difficulty (MLD)**

Pupils with moderate learning difficulties will have attainments well below age expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by mainstream differentiation and the inflexibilities of the National Curriculum.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, poor working memory and processing skills, low levels of concentration and under-developed social skills.

#### **Complex Needs (CN)**

Children and young people with Moderate learning difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile. The co-occurring and compounding nature of moderate learning difficulties requires a personalised learning pathway that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs - e.g. mental health, relationships, behavioral, physical, medical, sensory, communication and cognitive. They need informed specific support and strategies which may include multi-disciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile. In the school setting, learners may be working at any educational level, including the National Curriculum and P scales. This definition is applicable to learners in Early Years and post-school settings.

(The Moderate learning difficulties and Disabilities Research Project, Special Schools and Academies Trust, 2011)

#### **Global Development Delay (GDD)**

Pupils with global development delay will have difficulties in all areas of cognition and learning. GDD is the general term used to describe a condition that occurs during the developmental period of a child between birth and 18 years. It is usually defined by the child being diagnosed with having a significantly low level of intellectual functioning. It is usually accompanied by having significant limitations in communication. It is said to affect about 1-3% of the population. The most common causes of GDD are chromosomal and/or genetic abnormalities such as Down's Syndrome and Fragile X Syndrome or abnormalities with the structure or development of the brain or spinal cord such as Cerebral Palsy or Spina Bifida. Other causes can include prematurity - being born too early - or infections, such as Congenital Rubella or Meningitis. However, often the cause is never able to be fully determined.

## **Autism Spectrum Condition (ASC)**

Autism Spectrum Condition (ASC) is a pervasive difficulty, recognised by a triad of difficulties in Social Interaction, Language and Communication and Flexibility in thinking and behaviour. Some children have moderate or average language and learning and can be supported in mainstream schools or resource bases. Some pupils with ASC have very poor or severely delayed verbal and social skills which affect their learning ability or they have learning difficulties in addition to ASC and these pupils require specialist settings, teaching styles and curriculum.

Pupils at this school will have an ASC and learning and cognition difficulties as described above. Some, but not all pupils will have marked strengths in a narrow range of learning areas.

**Clarification of our minimum and maximum English and Math's expectations at the end of each key stage for pupils to be considered eligible for admission to our primary and secondary schools.**

### **Maximum Level at age 5 -**

Please refer to Early Years foundation profile to see range 22-50 months

### **Minimum Level at age 7 - P6 working at an age 3 level.**

#### **English: Speaking & Listening**

Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, *for example, 'Where's cat?'* They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.

#### **English: Reading**

Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, *for example, name, people, objects or actions.* They match letters and short words.

#### **English: Writing**

Pupils produce or write their name in letters or symbols. They copy letter forms, *for example, labels and/or captions for pictures or for displays.*

#### **Maths: Number**

Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, *for example: matching objects such as cups to saucers, straws to drink cartons.* Pupils join in rote counting up to five, *for example, saying or signing number names to 5 in counting activities.* They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games, *for example, touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon.* They demonstrate an understanding of the concept of 'more', *for example, indicating that more*

*cups, counters, food items are required. They join in with new number rhymes, songs, stories and games.*

### **Maths: Using & Applying**

*Pupils sort objects and materials according to a given criteria, for example, sorting footballs into a net and table tennis balls into a box. They copy simple patterns or sequences, for example, copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups.*

**Maximum Level at age 7 – Level 1 working at an age 5 level**

### **English: Speaking & Listening**

Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

### **English: Reading**

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

### **English: Writing**

Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

### **Math's: Number**

Pupil's counts, order, add and subtract numbers when solving problems involving up to 10 objects. They read and write the numbers involved.

### **Math's: Shape, space and measures**

When working with 2D and 3D shapes, pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

**Minimum Level at age 11 – Level P8 working at an age 5 level**

### **English: Speaking & Listening**

**P8:** Pupils take place in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how.

**English: Reading**

**P8:** Pupils understand that words, pictures and symbols convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half of the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables and with words or symbols.

**English: Writing**

**P8:** Pupils show awareness that writing can have a range of purposes. They show understanding of how text is arranged on the page. They write or use the preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols

**Maths: Using & Applying**

**P8:** Pupils talk about, recognise and copy simple repeating patterns and sequences. Pupils use their developing mathematical understanding by counting up to ten to solve simple problems encountered in play, games or other work. Pupils make simple estimates.

**Maths: Number**

**P8:** Pupils join in with rote counting to beyond ten. They continue the rote count onwards from a given small number. Pupils recognise difference in quantity. They recognise numerals from one to nine and relate them to sets of objects.

In practical situations they respond to 'add one', or 'take one away' when working with a number of objects. They use ordinal numbers (first, second or third) when describing the position of objects, people or events.

Pupils estimate a small number (up to 10) and check by counting

**Maths: Shape, Space and Measures**

**P8:** Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate the long one or the tall one. They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as meal times, bed times. They begin to use mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and flat shapes. They describe shapes in simple models, pictures and patterns.

**Maximum Level at age 11 - Level 2 working at an age 7 level****English: Speaking & Listening**

**L2 Pupils** begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

**English: Reading**

L2 Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and nonfiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

**English: Writing**

L2 Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

**Maths: Using & Applying**

L2 Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

**Maths: Number**

L2 Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

**Maths: Shape, Space and Measures**

L2 Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of sides and corners. They distinguish between straight and turning movements, understand angle as a measurement of turn, and recognise right angles in turns. They begin to use everyday non-standard and standard units to measure length and mass.

**Maths: Handling Data**

L2 Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

Further Level descriptors can be found on our web site:

<http://www.samuelrhodes.islington.sch.uk/>