

# ADMISSIONS POLICY

## **A route to a positive future:**

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



**Brookfields**  
Specialist SEN School

Reviewed: Autumn 2020  
Due for Review: Autumn 2021  
Policy Holder: B Mills

## Brookfields School Equalities Statement

**All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.**

### Admissions Statement

In accordance with LA policy all pupils admitted to Brookfields will have an Education Health and Care Plan (EHCP).

All admissions will be dependent on places being available in the school and within the right learning peer group. In consultation with the LA, the Headteacher will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the statement or EHCP. The primary need of any pupil at Brookfields School is a learning difficulty, which can be moderate, severe, complex or profound. Some pupils have additional needs such as ASD, ADHD, a visual, hearing or multisensory impairment, a physical disability etc. Some pupils may have behaviours that can be challenging as a result of their learning difficulty or their additional needs.

The school recognises the importance of parental choice and referrals will be considered from outside the school's defined catchment area. Where places are limited, the Headteacher and LA will prioritise referrals at the Special School Admissions Panel. All requests for places will be brokered through this panel.

Requests for a place at Brookfields School should be made to West Berkshire Local Authority SEN Team

### Aim

It is realised that parents of prospective pupils will be anxious and uncertain about what to expect when a special school is suggested as suitable educational provision for their child. It is therefore important that admission procedures are sensitive to their needs and reflects a structure that is predictable and understandable. This will be achieved by:-

- ensuring all prospective admissions are initially dealt with by the Headteacher
- providing the opportunity to visit school and discuss needs with Headteacher. Parents are more than welcome to bring someone with them on this visit. Reference must be made to the schools COVID19 Risk Assessment at the time of arranging a visit to the school. Visits to the school may not be able to take place
- providing parents with a prospectus at initial meeting. This is also available from the schools website
- once the pupil's EHCP has been issued and Brookfields has been named as appropriate provision by the Local Authority, providing planned opportunities for the family and child to visit the school and meet their new teachers.

- providing relevant Class Teacher and team members with necessary papers so that where appropriate home visits can be arranged and involved professionals contacted
- ensuring parents are aware of arrangements such as transport, once an admission date has been agreed
- providing parents with opportunity to meet with teachers for a progress report during term of admission

Where visits to the school are arranged prior to the completion of the EHCP, it will be made clear to all involved that such visits do not imply that the school has made a commitment to offer a place.

The Headteacher, in consultation with Senior Leadership Team and relevant members of staff, will be responsible for all decisions relating to admissions. In this way pupil numbers will be dealt with in a planned and efficient way. In order to aid this process, the LA will alert all neighbouring authorities of the purpose of the Special Schools Admissions Panel and the deadline for place requests each term. This will have implications for timing of panel meetings, particularly in the summer term.

A pupil will not be admitted to Brookfields School until signed agreement of the funding level has been completed by the LA responsible for that pupil. A copy of the funding levels is attached to this policy.

The Headteacher reserves the right to decline a request for a place if it is felt that the school cannot meet the needs on as detailed on the statement or EHCP.

The admissions policy is subject to annual review by governors and public consultation at least every seven years even if there have been no changes during that period.

APPENDIX 1

West Berkshire Council Schools				
Bandings & Top Ups for High Needs Pupils 2017/18				
Special Schools				
New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £	2016/17 Top Up
Moderate Learning Difficulty (MLD) — Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. Pupils with moderate learning difficulties 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, low levels of concentration and under-developed social skills.				
MLD1: MLD primary need. No significant additional difficulties other than those which would normally be associated with MLD.	Teacher 1:10, HLTA 1:10	12,188	2,188	2,199
MLD2: MLD primary need. Some additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 25% 1 to 1 TA.	as band 1 + 25% 1:1	15,471	5,471	5,499
MLD3: MLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 50% 1 to 1 TA	as band 1 + 50% 1:1	18,754	8,754	8,798
MLD4: MLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic MLD staffing plus 75% 1 to 1 TA	as band 1 + 75% 1:1	22,037	12,037	12,097
MLD5: MLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical/sensory or medical. Requiring basic MLD staffing plus 100% 1 to 1 TA	as band 1 + 100% 1:1	26,721	16,721	16,805
MLD6: MLD primary need. Extreme level of additional need which may be equal to the primary needs in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic MLD staffing plus 100% 1 to 1 support provided by a qualified enabler.	as band 1 + 100% 1:1 qualified enabler	28,452	18,452	18,544

West Berkshire Council Schools				
Bandings & Top Ups for High Needs Pupils 2017/18				
Special Schools				
New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £	2016/17 Top Up
<p><b>Severe Learning Difficulty (SLD)</b> - Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).</p>				
SLD1: SLD primary need. No significant additional difficulties other than those which would normally be associated with SLD.	Teacher 1:7, HLTA 1:7	14,832	4,832	4,856
SLD2: SLD primary need. Some additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 25% 1 to 1 TA .	as band 1 + 25% 1:1	18,115	8,115	8,155
SLD3: SLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 50% 1 to 1 TA .	as band 1 + 50% 1:1	21,397	11,397	11,455
SLD4: SLD primary need. Significant additional difficulties relating either to behaviour, communication, physical / sensory or medical needs. Requiring basic SLD staffing plus 75% 1 to 1 TA .	as band 1 + 75% 1:1	24,680	14,680	14,754
SLD5: SLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic SLD staffing plus 100% 1:1 TA.	as band 1 + 100% 1:1	29,364	19,364	19,462
SLD6: SLD primary need. Extreme level of additional need which may be equal to the primary need in degree of difficulty and the way it affects learning - behaviour, communication, physical / sensory or medical . Requiring basic SLD staffing plus 100% 1:1 support provided by a qualified enabler.	as band 1 + 100% 1:1 qualified enabler	31,095	21,095	21,201
Special Schools				
New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £	2016/17 Top Up
<p><b>Profound and Multiple Learning Difficulty (PMLD)</b> - Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).</p>				
PMLD1: Working at 'P' levels 1-4. Highly complex needs requiring 1:1 input for significant periods of time in order to access the curriculum	Teacher 1:5, HLTA 3:5	24,862	14,862	14,936
PMLD2: Working at "P" LEVELS 1-4. Highly complex needs requiring 1:1 input at all times in order to access the curriculum.	Teacher 1:5, HLTA 1:1	31,367	21,367	21,474

**West Berkshire Council Schools**  
**Bandings & Top Ups for High Needs Pupils 2017/18**

Special Schools				
New Banding	Staffing Ratio Funding is Based On	Total Funding Rate £	Top Up £	2016/17 Top Up
<p><b>Autistic Spectrum Disorder (ASD)</b> - Pupils with autistic spectrum disorder find it difficult to: understand and use non-verbal and verbal communication; understand social behaviour - which affects their ability to interact with children and adults; think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities. Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech. Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour. Some pupils with autistic spectrum disorders have a different perception of sounds, lights, smell, touch and taste and this affects their response to these sensations, including sensory integration. They may have unusual sleep and behaviour patterns. Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.</p>				
ASD1: ASD primary need with moderate / severe learning difficulties and behaviours normally associated with ASD.	Teacher 1:6, HLTA (band D) 1:6	16,300	6,300	6,332
ASD1a (FROM APRIL 2015)	as band 1 + 25% 1:1 TA (band C)	19,933	9,933	9,983
ASD2: ASD primary need with moderate / severe learning difficulties. Additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring basic ASD staffing plus 50% 1:1 TA.	as band 1 + 50% 1:1 TA (band C)	23,567	13,567	13,635
ASD3: ASD primary need with moderate / severe learning difficulties. Additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring basic ASD staffing plus 75% 1:1 TA.	as band 1 + 75% 1:1 TA (band C)	27,200	17,200	17,286
ASD4: ASD primary need with moderate /severe learning difficulties. Significant additional needs generally related to challenging behaviour and/or sensory, physical or medical difficulties requiring basic ASD staffing plus 100% TA	as band 1 + 100% 1:1 TA (band D)	32,564	22,564	22,677
ASD5: ASD primary need with moderate / severe learning difficulties and/or PMLD. May have pre verbal communication. Exceptional additional needs related to challenging behaviour and/or sensory, physical or medical difficulties. Requiring teaching ratios of 1: 3 plus 1:1 TA support.	Teacher 1:3, TA 1:1 (band D)	37,423	27,423	27,561
ASD6 (FROM APRIL 2015)	as band 1 + 200% 1:1 TA (band D)	48,827	38,827	39,022
ASD7 (FROM APRIL 2015)	Teacher 1:3, TA 2:1 (band D)	53,686	43,686	43,906

Signed: .....  
Policy Holder

Date: .....

Signed:  .....  
Headteacher/Governor

Date: .....