



# Rosebank School

Listening, Responding, Learning

## ADMISSIONS POLICY

<b>DATE OF THIS POLICY:</b>	<b>June 2024</b>
<b>Ratified by Governors:</b>	28 <sup>th</sup> June 2024
<b>Frequency of update:</b>	Every 5 years
<b>Due for revision:</b>	<b>June 2029</b>
<b>Person responsible:</b>	Headteacher

**The next revision date is:**

Review Date	Changes Made	By Whom
June 2024	<ul style="list-style-type: none"><li>a) Included legal and statutory element introduction.</li><li>b) Rosebank School is: Updated and enhanced</li><li>c) Suitability of school for prospective pupils clearly stated</li><li>d) General criteria of need added to and more specific.</li><li>e) Applications from outside CWAC and requests to visit school – New information</li></ul>	Adam Westwater

## **ROSEBANK SCHOOL**

### **ADMISSIONS POLICY 2024-2029**

The Admissions Policy is determined by 'The Admissions Code 2021' and 'The Admissions Appeals Code' by the Department for Education (DFE). Both codes are available from [www.dfe.gov.uk](http://www.dfe.gov.uk).

It is also governed by the Local Authority admissions policy of Cheshire West and Chester, and these procedures are followed prior to the acceptance of any pupil. Details are available from Cheshire West and Chester SEN Team, or online at [www.cheshirewestandchester.gov.uk](http://www.cheshirewestandchester.gov.uk).

SEN Consolidation regulations 2001 / 3455. Reg 12A inserted 2007: subject to para (2) below, no child shall be admitted to a maintained special school unless:-

- (a) a statement/EHCP is maintained for him;
- (b) he is admitted for the purposes of an assessment and his admission to the school is with the agreement of the authority, the headteacher of the school, the child's parent and any person whose advice is to be sought in accordance with reg 7.; or
- (c) he is admitted following a change in circumstances etc

#### **Rosebank School is:**

An Autism-Specific Primary Special School environment maintained by Cheshire West and Chester. It currently has a Pupil Admission Number (PAN) of 49.

Admissions are considered for pupils aged from 4-11 in the Primary age range.

Rosebank follows Cheshire West and Chester Council's admissions procedures for children with special educational needs. Children who are under consideration for admission are discussed by the SEND Admissions Panel, and a place at Rosebank may be recommended. Admissions are generally in September, but can occur at any time throughout the year, if there is a vacancy.

Pupils attend on a full-time basis, but it is possible to accommodate requests for a phased transition, where this is agreed with Cheshire West and Chester SEND team and parents as being appropriate to meet a child's needs. Pupils in Reception are offered a staggered start, with a number of days per week, building up to full-time attendance within the first month of September of the school year.

Rosebank is unlikely to be the most appropriate placement for children whose difficulties are clearly attributable to global developmental delay or severe learning difficulties.

A place at Rosebank would not be suitable for children working at age-expected levels equivalent to mainstream school pupils, as we would not be able to provide a suitable peer group or curriculum. This would also not be a good use of public funds, as children working at this level should be able to attend a mainstream school or resourced provision.

Rosebank is able to meet the needs of those pupils whose behavioural difficulties are a consequence of social and communication difficulties or ASC, but not those of children for whom Social, Emotional and Mental Health are the primary presenting need.

### **CRITERIA FOR ADMISSION**

At Rosebank School, a place IS suitable for:

- ✓ Autism Spectrum Conditions as Primary Need
- ✓ Social Communications Difficulties

It is NOT suitable for:

- ✗ Cognition and Learning as a Primary Need
- ✗ Social, Emotional and Mental Health or behavioural difficulties as Primary Need.

### **Early Years Foundation Stage and Key Stage One**

Rosebank is unlikely to be the most appropriate placement for children whose difficulties are clearly attributable to global developmental delay or severe learning difficulties.

Rosebank is able to meet the needs of those pupils whose behavioural difficulties are a consequence of social and communication difficulties or ASC, but not those of children whose emotional and behavioural difficulties are the primary presenting need.

### **Key Stage Two**

Multi-disciplinary assessment should have confirmed that the pupil's learning is significantly affected by their autism to the extent that they require a specialist ASC-specific approach, through which they will be able to cope with and to benefit from increasing amounts of independence.

Children who join Rosebank at KS2 are likely to have experienced significant difficulty in a mainstream setting often due to social communication and difficulty in understanding social situations.

## **General Criteria**

Children admitted to Rosebank during the EYFS and Key Stage 1 are those who have an EHCP which reflects that they;

- Show some understanding of simple words or symbols, showing signs of **intentional communication**: using either words, symbols, signs, or gesture. Typically, children require specialist input from Speech and Language services.
- Would benefit from, and respond to, highly structured and low-stimulus environment where ASC strategies are embedded
- Require specialist support to develop communication skills
- Have Autistic Spectrum Conditions (ASC), with Social Communication as their primary need
- Have a clear learning difficulty which requires a structured learning environment enter school functioning at a developmental level between 0–3 years. However, as a result of their Autism diagnosis, they often have very uneven developmental profiles and may display strengths in specific areas.
- Show the capacity to move from an informal to semi-formal and formal curriculum as they progress toward Key Stage 2
- Children will also show basic understanding of simple words, concepts, and routines. They will demonstrate elements of joint attention with adults and have a general awareness of familiar environments and the world around them
- Have delayed or disordered language and communication difficulties/pragmatic problems
- May be a Gestalt communicator processor, which means they learn language in chunks of words rather than one single word at a time.
- Have an irregular profile of abilities, often with particular strengths in non-verbal and /or visual tasks.
- Have difficulties making sense of the world in a busy mainstream environment, resulting in a range of coping strategies which often present as potential behaviours of concern
- They may exhibit symptoms including; sleep problems, limited initiation of joint attention and other comorbid conditions including ADHD (Attention Deficit and Hyperactivity Disorder)

In addition to the above statements, Rosebank school is likely to be able to provide for children who are assessed at **KS2** to:

- Have shown progress in their independence skills over KS1
- Access appropriate group learning activities
- Access all the learning opportunities provided in the broad and balanced curriculum
- Respond to TEACCH strategies
- Have access to an appropriate peer group

## **Admission Procedure**

1. The Special Educational Needs District Panel in the area where the child lives recommends a place at Rosebank, (if the child lives outside of CWAC, this recommendation then transfers to the Cheshire West and Chester (CWAC) Panel which is the local office for Rosebank).
2. Rosebank receives written reports from CWAC Local Authority referring a child. This may be at the pre- or proposed Education Health Care Plan (EHCP) stage.
3. Staff from Rosebank visit the child in current provision, spending time observing the child and gathering information (with parental consent).
4. If appropriate, parents arrange to visit school, preferably before they are asked to give their written acceptance of a place. For the first visit, we recommend that parents do not bring their child as it can be difficult for them to look around school, ask questions, and at the same time attend to the needs of their child.

Parents are welcome to visit Rosebank more than once to enable them to see a broad picture of school life for themselves and in doing so make an informed choice of school for their child.

5. Depending on the individual circumstances of the child and parents, one or both of the following may occur:
  - Child and parents visit Rosebank, spending time in class, meeting other children and staff.
  - Teacher and/or member of staff from the current provision accompany child to Rosebank and share information and observations (with parental consent).
6. If Rosebank Senior Leadership Team agree that the child should be allocated a placement, CWAC SEND Team are notified within the specified 15 days. If the CWAC Panel agree with the recommendation and parents agree, then an admission date is given.
7. When the admission date has been agreed with the LA, the Headteacher contacts the child's parents to formally welcome them and to make specific arrangements for their child's first term. This may include an initial period of part-time attendance, gradually working up to a full school week.
8. Rosebank employs a Family Support Worker as part of the staff team. Prior to admission, the Family Support Worker will contact parents to arrange a home visit to answer any questions and go through initial paperwork contained in Rosebank's Parent Information Pack.

## **Applications from outside Cheshire West**

Our 49 PAN places are maintained by Cheshire West and Chester. Any application from a Local Authority outside of Cheshire West should first be directed to the SEN team at Cheshire West and Chester, and not made directly to the school. Priority in any application will always be given to requests from Cheshire West and Chester, and to families resident in the borough. Any decision to go above this PAN limit will be made based on the individual risk assessment of a given cohort, in discussion with the Governing Board, and colleagues at Cheshire West and Chester SEND team.

## **Requests to visit the school by prospective parents and carers**

Visits to the school must first be agreed by the SEND team at Cheshire West and Chester or by the Early Years Specialist Teaching Service. We do not offer school visits or tours of the school without specific prior authorisation. Once a visit is agreed, a date will be offered for a visit which is for parents and carers only to attend. This is not for prospective pupils to attend, as we may be visiting classes and wish to minimise potential disruption to learning.

At three points across the year, Rosebank School have open evenings for parents of the next academic years Reception class. This will be displayed on the school website.

## **Further Information**

Further information on Cheshire West and Chester's Special Education Services Admission and Appeals Procedure can be obtained from the CWAC Local Offer online at: <http://www.westcheshirelocaloffer.co.uk>