



Rosebank School

Learning together, celebrating success

ADMISSIONS POLICY

DATE OF THIS POLICY:	MARCH 2017
Ratified by Governors:	Curriculum Q&S Committee 24.3.17
Frequency of update:	Every 2 years
Due for revision:	MARCH 2019
Person responsible:	Headteacher

ROSEBANK SCHOOL

ADMISSIONS POLICY

Rosebank School provides:

- Assessment and Early Intervention for young children with social and communication difficulties and autism.
- Specialist Provision for pupils with Autistic Spectrum Condition and Social and Communication Difficulties at Key Stage One.
- Specialist provision for pupils with Autistic Spectrum Condition (ASC) at Key Stage Two.

CRITERIA FOR ADMISSION

Early Years Foundation Stage and Key Stage One

Rosebank admits children who have social and communication difficulties and ASC.

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 problem.

Key Stage Two

Pupils must have a confirmed diagnosis of ASC/ASD.

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.

General Criteria

Rosebank school is likely to be able to provide for children who are assessed at **EYFS** to:

- show communicative intent
- demonstrate shared interaction with an adult/peer
- have the potential to participate in appropriate group learning activities

- if given the opportunity, show positive responses to autism specific strategies including systems, routines and PECS if appropriate
- to use functional verbal communication. They may also be using an augmentative system such as PECS.

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.

THE FIRST DAY

The majority of children rely on school transport. This is organised and managed by the LA.

Parents are welcome to escort their children to school and help them make the transition and settle into their new school. We have a flexible approach to this; it is for the parents to decide as they know their child better than anyone else.

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>