Cedar Hall School Admissions Policy

Admission criteria for schools meeting the needs of moderate and complex learning difficulties

Name of school	Cedar Hall School (Foundation Special School)
Designation	Moderate and complex learning difficulties
Number of places	186
Age range	5-16 years (*Y1-Y11) ***Current cohort Y2-11**

Introduction

To access a place at this school the child:

- Must be in receipt of an Education and Health Care Plan (EHCP)
- Have a primary need specified as moderate or complex learning difficulties
- Require access to an appropriately differentiated, broad and balanced curriculum; and will exhibit one or more additional needs as a **subsidiary need at a mild or moderate level:**

- *Autistic Spectrum Disorder*
- *ADHD (Attention Deficit Hyperactivity Disorder)*
- *Mild sensory and/or mild physical difficulties*
- *Social and emotional difficulties arising from their learning difficulties*
- *Medical needs*
- *Speech and language needs*
- *Will be working significantly behind their age related expectations, e.g. working 5-6 years behind their chronological age in Year 6.*

Description of primary needs met by the school

Pupils with moderate/complex difficulties will have attainment significantly below expected levels in the majority of areas in the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction difficulties or mild/moderate physical difficulties.

Priority admissions area
It is recommended that children and young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex special schools, or other Local Authorities, unless there are exceptional circumstances agreed between Essex Local Authority and the school.

Visits
In cases where the school is a possible placement for a child, the family will be a higher priority to visit, following an initial discussion between the prospective parent and the school.

If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SEND Operations (SENDOps) Quadrant Team near to where the family lives (South Essex).
When arranging visits, staff will make parents and carers aware of the profile of pupil/range of ability the school is able to meet need for. The school reserves the right to refuse visits to parents/carers if the family address is outside Essex or outside the South quadrant or to defer visits if the year group is oversubscribed with no prospect of a place within the current academic year.

Referral
It is assumed that the responsibility for admissions is devolved from the Governing Body or Trust to the Headteacher and Senior Team. A member of the Senior Team deals directly with SEND Operations and completes admission paperwork in response to consultations from the Local Authority.
When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the LA. If the school decides, after considering all evidence, it is not appropriate to offer a place, the LA is given the reasons for that decision in writing or through the Quadrant Admissions Panel process. The reasons should be expressed in terms of the needs of the child and the efficient education of other children already at the school, so that the LA is aware of why the school considers that the child does not meet the published admissions criteria.

Similarly, where the school decides that it can meet the needs of the child and space is available, then it should also confirm that in writing to the LA or through the Quadrant Admissions Panel process. The school and the LA will confirm the banding and associated level of support required for a successful transition and ongoing educational placement for each individual new pupil at Cedar Hall School.

Applications for places for children who are not Essex residents should be made through the Local Authority to the South Essex SEND Operations office. If the school receives a direct referral from another LA, they should notify the South Essex SEND Operations office upon receipt, particularly if it is clear the referral has not also been sent directly to the LA.
Parents and carers will be guided to visit the school prior to a decision regarding placement in cases where a placement is likely to be offered.

Assessment
When a referral is made, the LA should always provide the EHCP, the most recent Annual Review (except in the case of new EHCPs) and any appended reports about the child from the professionals involved, current placement, and the view of the LA on

suitability. The Senior Team will review the referral papers and request any additional reports required to inform a recommendation. In some cases, a member of Senior Team will visit the child in their current setting or contact the school SENCO/Senior Leadership Team for additional information relating to their pupil's consult, time-permitting.
Given the number of referrals for places from primary and secondary transfers, a Local Authority/ School Admissions Panel will be necessary to assist the decision-making processes. However, the final decision about the appropriateness of the placement will be made by the Local Authority.

Transition

When placement has been agreed, staff from the school will contact the child's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate. For new pupil-intake into the school, there will be a series of whole group transition visits during the last half of the summer term preceding admission.
The school may decide that for effective transition in September, the first week will be a part-time gradually increasing timetabled program of events.

Pupils on roll

A child will be referred to the LA via the Annual Review process if:

- It is considered that he or she has gained in independence and is able to access a differentiated mainstream curriculum.

- The changing needs of the child indicate that alternative provision may be more appropriate.

- The existing pupil is moving out of area and requires a new provision.

Additional admissions information (for awareness)

- There are no before-school or after-school childcare/club facilities at Cedar Hall School.
- There is no residential facility.

Review date: November 2027