



Admissions Policy

Introduction

We believe that referrals and admissions to the school should involve a partnership building process with families and Local Authorities, designed to ensure that the school can meet the needs of prospective students.

The Admissions process is founded on an appreciation of how difficult the transition into school can be for the student and their family. It recognises the need for the process to be planned sensitively and thoroughly.

The time frame for the admissions process depends on a number of factors including:

- The nature and quantity of referral information
- The need to seek additional consultation, clarification and advice
- The number of students awaiting assessment
- The availability of places and the time of year.

1. General

- 1.1 Pentland Field School is a free special school and is part of The Eden Academy, a special multi-academy trust.
- 1.2 The school is a mixed school for boys and girls.
- 1.3 The age range for the school is 5-19 years of age
- 1.4 The provision of the school is aimed at meeting the needs of young people with severe to moderate learning difficulties including those on the autistic spectrum

- 1.5 Pentland Field School will offer full time places for all its pupils.
- 1.6 All teachers within the school will have Qualified Teacher Status (QTS) or be on a recognised course leading to QTS mentored by senior management within the school.
- 1.7 Pentland Field School complies with all equalities regulations and will not discriminate against any of the school community regardless of age, gender, ethnicity, faith or disability. The school has an Equal Opportunities Policy that is reviewed on an annual basis.

2. Admission Arrangements

- 2.1 The admissions authority for the school is the Local Authority in which the pupil and their family are resident.
- 2.2 The school would expect that all pupils referred to them for admission would have severe to moderate learning difficulties that may also include young people with autism. In addition to this learning difficulty, the pupil may also have other disabilities including :
 - sensory impairment
 - physical difficulties
 - behavioural difficulties
 - medical needs
 - communication difficulties
- 2.3 Admissions to the school are therefore via a Statement of Special Educational Needs or through an Education, Health & Care (EHC) Plan. Referrals are accepted at any time and new admissions can take place throughout the year. Most referrals are made by Local Authorities but in many cases they begin as enquiries made by parents. We encourage parents and Local Authority representatives to visit the school as part of their search for the most appropriate placement
- 2.4 Any pupil admitted to Pentland Field School will be funded at a £10,000 base funding level. In addition to this, a top up fee will be charged that is linked to the pupil's needs. These fees will cover all

aspects of the pupil's education including delivery of therapies, educational psychology support and any other professional services that the school offers to meet the educational needs of the pupil. The most appropriate banding for a pupil will be set by the school based on the pupil's Statement of Special Educational Needs or the information contained in the pupil's EHC plan. The bandings and top-up fees currently are:

- Band 1 – pupils with SLD + ASD = £22,000
- Band 2 – pupils with SLD = £20,000
- Band 3 – pupils with MLD + ASD = £17,000
- Band 4 – pupils with MLD = £15,000

All top-up fees will be subject to annual review and will be published by the school.

- 2.5 Pentland Field School provides a full range of physical resources, staffing and pedagogical expertise and specialisms to meet the needs of pupils with severe to moderate learning difficulties, including those with autism. This includes staff with qualifications and significant experience in working with pupils on the autistic spectrum, a dedicated Language and Communication Team including a fully qualified speech and language therapist, and access to physiotherapy, occupational therapy, music and drama therapy provided by the Eden Academy's therapy teams.

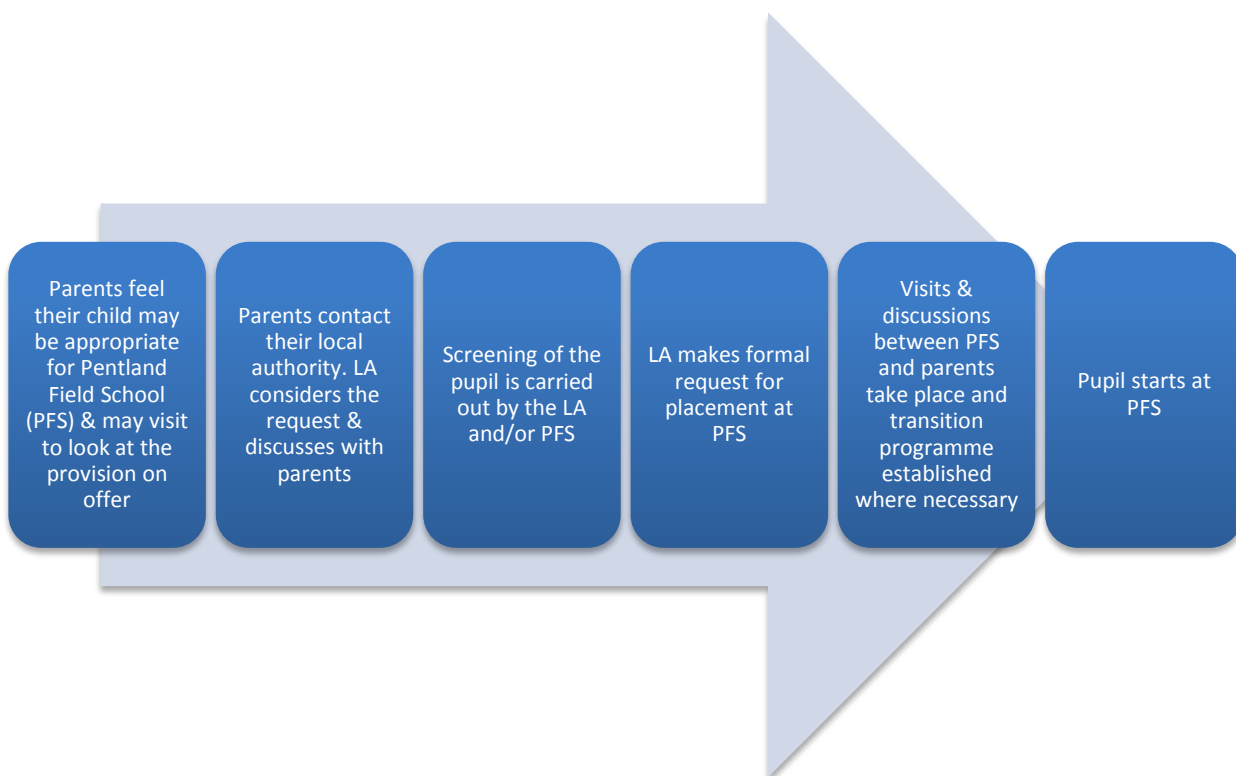
3 Pupil registration and information sharing

- 3.1 The criteria for admission to Pentland Field School is based on the pupil's age, ability, social & emotional skills and their language skills. A screening of each pupil will take place using the screening document provided as Appendix 1. This screening document has been made available to all placing Local Authorities in order to ensure clarity regarding the range of needs for which Pentland Field can cater.

- 3.2 Parents/carers may visit the school informally before any formal request is made and can do so by contacting the school office
- 3.3 Prior to formal admission, a member of staff will arrange a home visit to meet parents or carers and assist in the completion of the admission forms. Where appropriate the school nurse may also attend the home visit to clarify any medical needs. Parents /carers will have the opportunity to visit the school prior to accepting a place and will be shown around by a senior member of the school staff. This will be an individual visit and not part of a group to allow parents/carers to ask any questions about their own child's particular needs.
- 3.4 Documentation required upon admission to the school may include:
- the pupil's Statement of Special Educational Need or EHC plan
 - all relevant medical information
 - any reports from pupil's previous school, where appropriate
 - any reports from other professionals who have been involved with the child but have not been included in the Statement of Special Educational Needs or EHC Plan
- 3.5 Pupils can start at the school at any point during the academic year. Discussions will be held with parents and placing authorities to ensure the transition is a smooth one and the pupil comes well prepared and confident.
- 3.6 Within 6-8 weeks of admission to the school, a progress meeting will be held so that parents/carers have an early update on how the pupil has settled in and to identify any early queries or concerns. Every pupil at Pentland Field School will have an annual review meeting at least once a year that will collate reports from all involved professionals and parents/carers to review progress and set targets for the coming year. All Pentland Field pupils will have a home- school link book that will provide a daily communication opportunity between the school and home. The school's website will contain details of school's aims and its progress against those aims including information on pupil attainment and achievement across the school. Parents and carers

will also receive weekly newsletters informing them of school events and activities.

The Admissions Process



Any queries about the school or its Admissions Policy can be obtained by contacting the school office. Visits to the school can also be requested by contacting the school office

APPENDIX 1



Pentland Field School Initial Screening/Referral Form KS1

Name of pupil: _____

D.O.B: _____

Current

School: _____

Attainment

Key Stage	End of KS1	Insert Current Year Group and Average P-Level range
Year Group	Year 1 & 2	
Pentland Field School Ability Ranges	P4-P8	Mathematics: _____ English: _____

Language Levels

Skill	Tick/cross	Comments
Symbolic understanding demonstrated by an ability to gain meaning from pictures or symbols		
Able to understand that words have meaning and be able to		

use this in a formal test situation		
Able to function in a group situation and focus on the adult teaching with minimal attention needed to learn to take turns		
Able to express themselves to request their needs and wants and to find out about the world around them by showing an interest in label items or directing an adult to label items for them.		

Social Learning Skills

Skill	Tick/cross	Comments
Seek out toys or items of interest by reaching for them		
Take adult to toys or items of interest or ask for them in a range of ways		
Point to items of interest during a shared activity		
Play cooperatively with an adult for 2 minutes		
Will seek out children to play with		
Play on own for 5 mins		
Be able to take part in turn taking games		
Dependent on a schedule to change activity or for transitions		
Highly sensitive to changes throughout the school day		

but can self-regulate with prompts		
Learns by rote and needs as long to perform a new skill with different materials		

RECOMMENDATIONS:

YES	NO	FURTHER FOLLOW UP

Signed: _____ **Name:** _____

Position: _____

School/Organisation: _____



Pentland Field School Initial Screening/Referral Form KS2

Name of pupil: _____

D.O.B: _____

Current School: _____

Attainment

--	--	--

Key Stage	End of KS2	Insert Current Year Group and Average P-Level range
Year Group	Year 3 - 6	
New Free School ability ranges	P5-P8	Mathematics: _____ English: _____

Language Levels

Skill	Tick/cross	Comments
Symbolic understanding demonstrated by an ability to gain meaning from pictures or symbols		
Able to understand that words have meaning - minimum 2 word level understanding - and be able to use this in a formal test situation		
Able to function in a group situation and focus on the adult teaching with minimal attention needed to learn to take turns		

Able to express themselves to request their needs and wants and to find out about the world around them by showing an interest in label items or directing an adult to label items for them.		
--	--	--

Social Learning Skills

Skill	Tick/cross	Comments
Will request toys or other speech/visuals		

Will share an activity with a familiar adult for 5-10 minutes		
Point to items of interest during a shared activity		
Listens well in a group for 5-10 minutes		
Will seek out children to play with		
Play on own for 10 mins		
Be able to take part in turn taking games and anticipates their turn		
Will use schedules or visuals during transitions with minimal adult help		
Has developed a good strategy to self-regulate during challenging periods of the day		

RECOMMENDATIONS:

YES	NO	FURTHER FOLLOW UP

Signed: _____ **Name:** _____

Position: _____

School/Organisation: _____



Pentland Field School Initial Screening/Referral Form KS3

Name of pupil: _____

D.O.B: _____

Current School: _____

Attainment

Key Stage	End of KS2	Insert Current Year Group and Average P-Level range
Year Group	Year 3 - 6	
New Free School ability ranges	P5-P8	Mathematics: _____ English: _____

Language Levels

Skill	Tick/cross	Comments
Symbolic understanding demonstrated by an ability to gain meaning from pictures or symbols		
Able to understand that words have meaning - minimum 2 word level understanding -		

and be able to use this in a formal test situation		
Able to function in a group situation and focus on the adult teaching with minimal attention needed to learn to take turns		

Able to express themselves to request their needs and wants and to find out about the world around them by showing an interest in label items or directing an adult to label items for them.		
--	--	--

Social Learning Skills

Skill	Tick/cross	Comments
Will request toys or other speech/visuals		
Will share an activity with a familiar adult for 5-10 minutes		
Point to items of interest during a shared activity		
Listens well in a group for 5-10 minutes		
Will seek out children to play with		
Play on own for 10 mins		
Be able to take part in turn taking games and anticipates their turn		
Will use schedules or visuals during transitions with minimal adult help		

Has developed a good strategy to self-regulate during challenging periods of the day		
--	--	--

RECOMMENDATIONS:

YES	NO	FURTHER FOLLOW UP

Signed: _____ **Name:** _____

Position: _____

School/Organisation: _____

1st revised: October 2014

2nd revised: October 2017

Next revised: October 2020