

# Haydock High School



## MLD Admissions Policy

Policy Review Guidance	
Statutory	Yes
Review Cycle	Annually
Reviewer (s)	Full Governing Body
Member of Staff Responsible	SENCO
Last reviewed	July 2018
Next Review Date	July 2019

## Contents

1. MLD Resourced Provision at Haydock High School
2. Capacity of the Provision
3. How Requests for Placements will be Considered
4. Placement Criteria
5. Transport
6. Working with Children and Young People
7. Funding
8. Timescale for Admissions
9. Monitoring and Reviewing of Placements and Exit Criteria
10. Appeals
11. Documentation Needed to Support an Application to the Special School Panel

### **1. MLD Resourced Provision at Haydock High School**

The MLD Resourced provision at Haydock High School has been established for the small number of MLD students for whom the Local Authority, in consultation with the school determines that a specialised placement, although still mainstream, is more suitable. The provision builds upon that which already exists in St Helens secondary and special schools where the needs of the majority of children with complex learning and communication needs will continue to be met.

### **2. Capacity of the Provision**

The maximum and eventual capacity of the provision will be 20-25 with a limit of average 4 – 5 per year group.

Unfilled places in the provision may be used by the school but this is on the understanding that priority must be given to subsequent local authority placements.

Children who are offered a placement will be included in the provision year group limit. They will not be included in the 180 admission limit set by the governors and detailed in their Admission Arrangements Policy as it is the Governing Body who is responsible for these admissions.

Ratio of staffing will be agreed following the decisions made at the Special School Panel.

It is the responsibility of the school to maintain the full service provision for the duration of the contract.

### **3. How Requests for Placements will be Considered**

It is expected that the applicant will have been assessed by a local authority Educational Psychologist.

The child will have been considered as having MLD if their attainment is 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. Students with MLD will have much greater difficulties than their peers in acquiring basic Literacy and Numeracy skills and in understanding concepts. They will have associated speech and language delay, low self-esteem, low levels of concentration and under developed social skills.

In addition they will have been considered or in the process of being considered for Enhanced School Action Plus funding or have an EHCP (Education Health and Care Plan).

In making a decision to allocate a place the following will be considered:

- reports submitted by the relevant professionals – with evidence of professional assessments;

- the number of placements already in the relevant year group;
- any health and safety concerns raised by the school about the placement.

#### **4. Placement Criteria**

- Placement will be considered where, despite substantial support, additional resources, advice and intervention from a range of professionals, the student's needs cannot be met in his/her mainstream school. This may relate to limited academic progress as a result of the MLD.
- The student may require specialist support within class to enable the generalisation of skills, the development of independence.
- For some students a referral may be appropriate due to complex family circumstances and the need for specialist advice and support to parents/carers as well as addressing the unique needs for the student.
- Throughout the process of discussion, consideration and referral, parents/carers will be kept informed and in full agreement that the enhanced provision is appropriate for meeting the needs of the child.

#### **5. Transport**

Requests for assistance with transport will be considered under the Local Authority's Home to School Transport Policy.

#### **6. Working With Children and Young People**

Working with children and young people should include:

- Supporting young people to meet academic potential/targets
- Support home-school links
- Access to extended activities
- Transport
- Supervision during unstructured activities
- Supervision and support during lunchtimes

## **7. Funding**

As students who attend the provision will be on the roll of Haydock High School, the school will receive the appropriate level of AWPU funding via the dedicated schools grant (which is based on student numbers).

The Local Authority will fund the teacher in charge of the provision. When a place is allocated in the provision, funding for the individual support of the student will be determined by the Local Authority. In consultation with the teacher in charge and the school SENCo, will then decide how this funding is utilised in terms of the employment of Learning Support Assistants.

## **8. Timescale for Admissions**

Students will go on roll at Haydock High School from the start date that has been agreed for their placement. Most students will start at the beginning of the academic year.

## **9. Monitoring and Reviewing of Placements and Exit Criteria**

All placements will be monitored and reviewed formally at least once a year. Reviews of the child's progress will provide opportunities for discussion on the on-going relevance of the placement and give consideration to whether or not the provision continues to be appropriate. Exit to mainstream school will be highlighted within the child/young person's review, and worked towards, where appropriate.

In addition the MLD teacher will meet with the Additional Needs Manager/Inclusion Officer from the Local Authority at least termly to discuss the progress of individual young people.

Annually, the school will produce a report demonstrating performance of the service against outcomes (including any mainstream young people who may access the service).

## **OUTCOMES**

## **10. Appeals**

The process through which placements are made for young people are based on analysis of individuals' additional needs via the Special School Panel. Parents/carers will be notified in writing of the decision of the panel. If parents/carers disagree with the Panel decision, Local Authority officers will be available to discuss other options with parents/carers.

This policy does not affect a parent's/carer's right to express a preference for Haydock High School. The Admissions Committee will consider such applications in accordance with the school's published Admission Arrangements Policy. If the application is refused (because the school is oversubscribed) parents/carers will be advised of their right to an independent appeal. The appeal, however, will be for the school and not the MLF Resourced provision.

## **11. Documentation Needed to Support an Application to the Special School Panel**

- All previous reports and recommendations
- Evidence of recommendations met
- List of professionals involved
- Current and past IEPs
- Monitoring and liaison whilst in Provision