



Admissions Guidance

Date	October 2024
Written by	Ruth Ellison
Approved by	Joe Creswick
Approval date	November 2024
Review date	September 2026



The purpose of this guidance

To provide guidance for staff, parents, governors and other stakeholders on admission criteria to Ivel Valley School

Provision

Ivel Valley School and College (IVSC) is a Central Bedfordshire Local Authority community special school.

We provide provision for learners identified as having Special Educational Needs and Disabilities (SEND) from the ages of 3-19. We are committed to providing, for all individuals, a positive ethos and equality of education that will facilitate the development of self-confidence, strategies and skills for successful learning, and the ability to use them in all aspects of life.

Our curriculum is highly differentiated to provide for individual needs. This is supported by a multidisciplinary team which includes speech and language therapists, occupational therapists and physiotherapists. It is very important that we work in partnership with families in order to provide the best outcomes for our learners. We expect families to attend scheduled meetings across the year in order to support their child's learning and development.

Admission criteria

Learners will have complex needs. Children and young people (CYP) with complex needs include those with co-existing conditions or profound and multiple learning disabilities (PMLD). The needs are significant and affect most areas of learning. Pupils will be functioning at a cognitively low developmental level; this does not necessarily correlate with low academic scores. Learners will have significant language and communication difficulties and severe learning disabilities.

On considering an application, we will make explicit reference to the SEND Code of Practice 2015. A young person is eligible to be offered a place at IVSC if they meet the following criteria:

- They have an Education, Health and Care Plan. Children can be admitted at any stage of their school career
- The needs of the learner could be met within our school's resources without adversely affecting any other learner currently attending
- There is a consensus among professionals that the learner would benefit from special school provision which is discussed at the Specialist Placement Panel

The following section gives guidance on the level of cognitive functioning in the main areas of need which indicates that the CYP are suitable for a place in IVSC

Indicators include:



- The CYP will experience a lifelong learning disability which is likely to require a multidisciplinary service approach.
- The CYP will require a highly differentiated and often personalised curriculum to meet the profile of their need, this will need to relate to all three dimensions of need. Communication and Interaction, Cognition and Learning and Physical disabilities and Sensory needs.
- The needs are significant and affect most areas of learning. Pupils will be functioning at a cognitively low developmental level and academic scores would generally fall between:
 - For the Early Years and Foundation Stage between 0-26 months:
 - At the end of Key Stage 2 (Age 11) Traditional assessment would put this at around P8 or below.
 - At the end of Key Stage 3 (Age 14) functioning at least half their chronological age in relation to age- related expectations, significantly below age expectations, traditional assessment might put this at accessing the end of Key Stage 1/ start of the Key Stage 2 curriculum. However, this is just a guide and each individual case will be examined and considered on a case by case basis.

None of our pupil's access the traditional accredited outcomes of GCSEs.

Learners have severe language and communication difficulties and significant learning difficulties, including children whose needs lie within the autistic spectrum, the severity of which is such that a mainstream school or ARP cannot provide for their needs, even with additional support, at the particular time at which they are admitted

Pupils whose primary area of need falls within the below categories are not considered appropriate:

Pupils' who experience difficulties whose main area of need falls with broad categories: Social, Emotional and Mental Health, who present with behaviours that include becoming withdrawn or isolated, challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse eating disorders or physical symptoms that are medically unexplained. Children and young people may have other disabilities such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment disorder where mainstream provision have not been able to meet the needs. Children and young people that fall into this category will not be deemed appropriate for the setting.

Specific Learning Difficulties SpLD a specific difficulty with one area of learning and language processing. These specific difficulties with learning, are due to a neurodevelopmental disorder that affects a child's or young person's ability to receive, process and re-call information. This individual's overall cognitive profile is deemed 'spikey' with considerable cognitive strengths and weaknesses that impact on learning attention and concentration. The Specific Learning difficulties that are not deemed appropriate if a primary area of need, are as follows: Dyslexia/, Dyscalculia, Developmental co-ordination Disorder (DCD), Specific Language Impairment (SLI).



Applications

For Ivel Valley School and College, all applications to the school and college must come via the Central Bedfordshire SEND Team.

We do not accept direct applications to the school as all places are allocated through the Central Bedfordshire Specialist Placement Panel. This ensures that every child has their individual case considered.

We do not have a waiting list; all cases need to be considered at the relevant Specialist Placement Panel. This panel meets termly.

Oversubscription criteria

As the school is oversubscribed, the executive headteacher (or delegated member of the Senior Leadership Team) will operate a planning list and inform the local authority as and when a suitable vacancy may arise. In this instance the headteacher, in conjunction with the relevant local authority SEND team, will give priority to children in the following order:

1. Pupils who are, or have previously been, in care or looked after
2. Pupils whose needs can best be matched at that time by the expertise in the school
3. Pupils who are not currently in education
4. Pupils who have a brother or sister at the school

Admissions process

1. We are always delighted to show parents/ carers around and to explain more about our school and college. In many cases parents/ carers visit the school to help them to make an informed decision about schooling for their child and whether we are possibly the right setting. Please note: these visits may be group visits and/ or after school tours due to the high demand for places. We ask you don't bring children around as it may give false expectations and we try to limit the impact on the children in class.
2. Parents should register their interest in for Ivel Valley School and College with a SEND Officer at the CBC SEND Team. Formal consultation papers will be considered and decision making is made in consultation with the Specialist Placement Panel.
3. Other Local Authorities should also follow this process, all requests will come through the Specialist Placement Panel.
4. The school will review EHC Plan and other provided paperwork, to assess need and establish whether the appropriate level of support can be provided
5. A visit to see the young person in their current educational may be arranged to support decision making or Ivel Valley may contact the CYP's current educational setting to seek further information.



6. If the school has a place and can meet the child's needs effectively and efficiently, then an offer subject to agreement for education and health provision, will be made.
7. A place is offered and a transition programme for the child or young person is developed;
8. The school will arrange transition meetings and a start date will then be set
9. Before starting we require a permission booklet and a Home School Agreement to be signed by parents and the school, setting out each other's responsibilities.

Once a place at our school has been agreed, placement is reviewed, on an annual basis, through the EHCP process. This is particularly important as pupils reach each stage of phase transfer. Where the needs of the pupil are not consistent with our admission criteria the school will work with parents and professionals to seek alternative suitable placement so that pupils can continue to make good progress towards their outcomes.

Legal framework & statutory guidance

Special educational needs and disability code of practice: 0 to 25 years

Equalities & inclusion

At Ivel Valley, our admissions criteria is specific around being able to meet an individual's SEND and being the correct setting for doing this; this will include consideration of compatibility with the efficient education of other pupils currently on roll. We do not hold the waiting list, so rely on the Central Beds EHC Team to ensure consideration of the Equality Act (2010) and Human Rights Act (1998) in the consultations that are sent to us. This policy does not discriminate against any potential pupils on the basis of protected characteristics.

Safeguarding implications

We recognise that attendance plays a vital role in safeguarding children, as set out in Keeping Children Safe in Education (current version), so aim to work proactively with the local authority to support children to access the specialist school place that they need as quickly as is reasonably practicable.