



Admissions Policy



**DAME HANNAH ROGERS SCHOOL
EDUCATION**

Title:	Admissions Policy
Policy Category:	Education
Authors:	Chris Freestone
Consultation process:	Local authorities Governing body
Ratification date and group:	01/03/2017
Publication date:	01/03/2017
Review date:	25/02/2018
Committee, group or individual monitoring the document:	Head Teacher
Resources and regulatory base:	School Regulations 2010 onwards
Links to additional policies:	<i>Intentionally blank.</i>

TABLE OF CONTENTS

INTRODUCTION4

EDUCATION4

THERAPIES5

ADMISSIONS PROCESS.....5

AMENDMENT RECORD AND REVISION HISTORY6

INTRODUCTION

Dame Hannah Rogers School, Hannah's School meets the needs of students who have physical disabilities and associated learning difficulties and / or complex learning difficulties and disabilities.

The School is registered with the Department of Education as a day school, to accept students between the ages of 3 – 19 years. The registration categories are:

- PMLD - Profound and Multiple Learning Disability
- PD – Physical Disability
- ASD - Autistic Spectrum Disorder
- SLD - Severe Learning Disability
- MLD - Moderate Learning Disability

The School is equipped to meet the needs of students with a range of physical disabilities which may include the following: Cerebral Palsy, Spina Bifida, Muscular Dystrophy, Rett Syndrome, Acquired Brain Injury and other conditions. Associated learning difficulties range from MLD to PMLD, CLDD and communication difficulties. The school runs a three term year which reflects that operated by Devon Local Education Authority as far as is practicable.

The welfare and safety of existing students will be a priority when admissions are considered.

All students require highly individualised programmes delivered by a multi-disciplinary team in order to enable them to move from potential to achievement.

The School is equipped to meet the needs of students in the following areas throughout the waking day:

- Educational, including classroom support
- Lunch time rest periods (as appropriate to age and disability)
- Physical
- Communication
- Nursing / medical

EDUCATION

Students have a broad range of intellectual needs which may include specific learning difficulties and complex difficulties. They may also have associated sensory impairments. The students will have access to an early years and pre 16 adapted sensory curriculum and to accredited courses at Post 16 level as applicable.

THERAPIES

Students may require intensive therapeutic support, eg speech and language therapy, Physiotherapy, Occupational Therapy and Music Therapy.

Many students require ongoing medical supervision, eg for diabetes, epilepsy, special diets, etc. Nursing care and support is available to facilitate this.

ADMISSIONS PROCESS

1. Following initial contacts from either the local authority or parents an informal visit will be arranged for the family to view the school, ideally with the prospective student. A preliminary visit form should be completed at this stage.
2. Should the local authority or family decide to proceed, a member of Hannah's School staff may visit the prospective student at his / her current placement. If these visits indicate that the student is suitable a formal interview may be arranged. At this stage the Education Authority should be informed by the parents (if not already involved).
3. Formal assessment - The assessment process is designed to give parents and students access to key professionals within Hannah's School. The student may be seen by visiting consultants.
4. It is at this stage that Hannah's School may make an offer of placement to the Local Education Authority or other funding agency indicated. The offer of a placement will remain in force for a suitable period of time and will then be reviewed by Hannah's School, should there be a delay in placement.
5. Following the Local Education Authority's written confirmation of funding for the placement, a Transition Plan will be agreed and implemented.

AMENDMENT RECORD AND REVISION HISTORY

Procedures are reviewed annually to ensure relevance to the system and processes.

A record of contextual additions or omissions is given below.

Date	Page	Addition or Omission	Context	Initial	Version

In Confidence					
Subject:	Admissions Policy			Author:	Chris Freestone
Document Type:	Policy			Authorised By:	Chris Freestone
Effective Date:	01/03/2017			Next Review:	28/02/2018
Page Number:	6 of 6			Version:	1.1
Printed:	01/09/17	Time:	12:17 PM	Academic Year:	2016-2017