



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

ADMISSION POLICY

Date reviewed: March 2024 Ratified by Governors April 2024
Next review: March 2025

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

To provide outstanding educational provision, with students achieving exceptional academic and social outcomes.

1 INTRODUCTION AND RATIONALE

At Baskerville School, students with exceptional needs are identified as students with a diagnosis of Autism Spectrum Condition, additional multiple and complex difficulties including developmental delay. Students experience barriers to communication and learning.

Our bespoke complex provision offers students a bespoke curriculum for their educational needs, which has been carefully considered following analysis of their EHCP.

2 ENTRY REQUIREMENTS FOR A PLACE IN THE EXCEPTIONAL NEEDS DEPARTMENT

- A Statement of Special Educational Needs or an Education, Health and Care Plan must be in place
- Evidence that education and provision would not be appropriate in other specialist settings
- Student must be between Years 7 and 12
- Referral by SENAR only (from a named exceptional needs SENAR contact)
- The student's needs must be compatible with any existing class members*

**For this reason we envisage students with significant medical needs, complex mental health needs or daily episodes of aggressive or violent behaviour would be hard to place in this provision.*

3 ASSESSMENT OF SUITABILITY FOR THE EXCEPTIONAL NEEDS DEPARTMENT (COMPLEX PROVISION)

On receipt of a referral from SENAR, the referral will be reviewed by the Head Teacher in consultation with the Senior Leadership Team and the Complex provision Faculty Leader. This will involve discussion of how well the entry requirements are met by the referral, as well as scrutiny of all paperwork from previous settings. This may involve contacting parent / carers for more information.

4 FUNDING

Exceptional needs funding must be agreed for the duration that the student is on roll at Baskerville School. This has been agreed as additional to the banded funding and is currently approximately £18,000 per student per year. In order to accept a student into the provision, the funding must be agreed in writing at the time of acceptance of the referral.

5 ACCEPTANCE OF A REFERRAL TO THE BASKERVILLE SCHOOL EXCEPTIONAL NEEDS DEPARTMENT (COMPLEX PROVISION)

- The Head Teacher will notify SENAR that a place in the Exceptional Needs Department is appropriate for the young person.
- Once parents have accepted a place, we will plan a bespoke integration programme.

6 ADMISSION PROCEDURE

On acceptance of a place in the Exceptional Needs Department, a student's place begins with a four to six-week bespoke integration programme overseen by the Complex Provision Faculty Leader.

Prior to the student starting at Baskerville School, staff will gather and utilise information, assessments and establish a relationship with the student and family to prepare them for the transition to Baskerville school. In some cases, this will require elements of teaching, for example, establishing a routine or activities to reduce anxiety levels.

This will involve:

- A visit to the student's current educational setting and home to gather information through discussions and observations
- Further assessment and planning for a smooth transition to the school site
- Liaison with the Children's Autism Team including other professionals: Occupational Therapist, Educational Psychologist, CAMHS etc.

This approach will ensure that appropriate teaching strategies, support, learning environment modification and, where necessary, staff training in the Exceptional Needs Department (including any changes to class routine) can be put in place prior to starting Baskerville School.

7 INTEGRATION INTO SCHOOL

Students will have a gradual integration into their class. Time will be increased each day over a 4-week period until they attend full time.

Students will have an individualised timetable. They may be integrated with other groups according to age, ability or need.

All students will have a risk assessment, emotional support plan and a communication plan devised and overseen by a qualified Speech and Language Therapist.

8 INTEGRATION ACROSS THE WHOLE SCHOOL

Students may at times have access to a curriculum delivered across the whole school. Bespoke timetables will be established once the student's needs and interests have been identified.

Staff from the class will offer guidance and support to other colleagues, which will guide the teaching and support of the student, e.g. emotional regulation.

9 SUCCESS CRITERIA

We need to be able to measure success and monitor the effectiveness of each individual placement. This will be measured in a number of ways and indicators of progress will include:

- Engagement in activities increasing, promoting progress
- Length of time or number of lessons which involve integration with other students is increased
- Impulsive and self-stimulating behaviour is reduced
- Parents and carers report they are happy with their child's progress at school
- Number of behaviour incidents is reduced over time.

10 MULTI-AGENCY SUPPORT

We have an established multi-agency team based in school to support the admission and transition process throughout their schooling.