



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

Admission Policy

Date reviewed: August 2025
Next review: August 2026

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE,
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VISION STATEMENT

At Baskerville School, we work together to create a place where every student can grow, learn to do things on their own, and reach their goals. We celebrate what makes each person unique while helping them learn to communicate, make friends, and develop life skills. Through our teaching, therapy support, and working with families, we help students become confident people who are ready for their future.

Baskerville School Admission Policy

Updated in accordance with current UK legislation and anticipated reforms - August 2025

Overview

The Exceptional Needs Department at Baskerville School provides specialized education for students with complex learning requirements under the current legislative framework established by the Children and Families Act 2014 and guided by the statutory Special Educational Needs and Disability (SEND) Code of Practice.

We serve students diagnosed with Autism Spectrum Conditions and those with multiple developmental challenges who face significant barriers to communication and learning. Our department delivers personalized curricula designed specifically around each student's Education, Health and Care Plan (EHCP) to meet their unique educational needs.

Important Context:

As of January 2025, over 1.7 million school pupils in England have identified SEN (19.6% of all pupils), with around 0.5 million having Education, Health and Care plans. The government has confirmed that its intended approach to SEND reform will be set out in a Schools White Paper in autumn 2025, which may affect future operations.

Legislative Framework and Compliance

Current Legal Basis

Our provision operates under:

- Primary Legislation: Children and Families Act 2014
- Regulatory Framework: Special Educational Needs and Disability (SEND) Code of Practice 0-25
- Recent Updates: Special Educational Needs and Disability (Amendment) Regulations 2024 requiring enhanced SENCO qualifications

Anticipating Future Changes

National Standards for SEND are expected to be published by the end of 2025, which will:

- Standardize support across all settings
- Establish clear expectations for provision quality
- Create a new national framework for banding and price tariffs for high needs funding
- Introduce standardized EHCP templates and digitized processes from 2025

Who Can Apply

Essential Requirements

- Age Range: Students in Years 7-12 only
- Legal Documentation: Must have an Education, Health and Care Plan (EHCP) in accordance with the Children and Families Act 2014
- Referral Process: Applications accepted only through local authority SENDAR (Special Educational Needs Disability Assessment and Review) teams from designated exceptional needs contacts
- Educational History: Evidence that mainstream or other specialist settings cannot appropriately meet the student's needs

Compatibility Assessment

Students must be compatible with existing class members. Please note: We may not be able to accommodate students with:

- Significant daily medical needs requiring specialist healthcare provision
- Complex mental health requirements needing intensive therapeutic intervention
- Frequent episodes of behaviour that presents risks to themselves or others

This approach aligns with current sector guidance while we await the implementation of new National Standards expected by end of 2025.

Application Process

Step 1: Referral Review

When the local authority submits a referral, our review team examines the application:

- Review Team: Head Teacher, Senior Leadership Team, and Complex Provision Faculty Leader
- Assessment Criteria: Compliance with EHCP requirements and compatibility with our registered provision
- Documentation Review: All records from previous educational settings, including annual reviews and professional reports
- Multi-agency Consultation: Liaison with relevant professionals as required

Step 2: Funding Arrangements

- Current Framework: High needs funding as determined by local authority banding system
- Exceptional Needs Supplement: Approximately £18,000 per student annually (subject to review)
- Duration: Funding must be secured for the entire enrolment period as specified in the EHCP
- Future Changes: A new national framework of banding and price tariffs for high needs funding is being developed

Step 3: Placement Decision

The Head Teacher notifies the local authority of the placement decision. Once parents accept the offer and all funding arrangements are confirmed, we begin planning the comprehensive integration process.

Starting at Baskerville School

Pre-Admission Preparation (4-6 weeks)

Our Complex Provision Faculty Leader, working with appropriately qualified staff including SENCOs holding the required National Professional Qualification for Special Educational Needs Co-ordinators, oversees comprehensive preparation:

Information Gathering and Assessment

- Detailed review of current EHCP and all appendices
- Visit to student's current educational setting and home environment
- Comprehensive discussions with family and current educators
- Direct observation and informal assessment of the student

Professional Collaboration

- Coordination with local authority SEND teams and therapy services
- Liaison with specialists including:
 - Occupational Therapists
 - Educational Psychologists
 - Speech and Language Therapists
 - Child and Adolescent Mental Health Services (CAMHS)
 - Autism specialist teams

Preparation Activities

- Staff training tailored to individual student needs
- Environmental adjustments and reasonable accommodations
- Development of person-centered teaching strategies
- Establishment of routines and transitions to reduce anxiety

Integration Process (4 weeks minimum)

Graduated Integration Approach

- Students begin with carefully planned, short daily sessions
- Time systematically increased based on individual response and needs
- Full-time attendance achieved when appropriate for the individual
- Continuous monitoring and adjustment throughout the process

Comprehensive Support Planning Every student receives individualized plans developed in accordance with EHCP outcomes:

- Risk Assessment: Comprehensive evaluation following current safeguarding guidance
- Emotional Regulation Plan: Evidence-based strategies for self-regulation and emotional wellbeing
- Communication Plan: Developed with qualified Speech and Language Therapist input
- Personal Learning Programme: Curriculum delivery matched to EHCP outcomes and individual learning style
- Transition Planning: Preparation for post-16 destinations in line with 0-25 statutory framework

Educational Provision

Curriculum and Learning

- EHCP-Focused Learning: All provision directly linked to EHCP outcomes and aspirations
- Flexible Groupings: Students may access different groups based on developmental needs rather than chronological age
- Mainstream Integration: Carefully planned opportunities for inclusion with appropriate support
- Preparing for Adulthood: Focus on independence, employment, health, and community participation as appropriate

Quality Assurance

- Annual Review Participation: Full engagement with statutory EHCP review processes
- Progress Monitoring: Regular assessment against EHCP outcomes using appropriate tools
- Professional Development: Ongoing training for all staff in current best practice
- External Moderation: Collaboration with local authority quality assurance processes

Measuring Effectiveness

Student Progress Indicators

Academic and Personal Development

- Demonstrable progress toward EHCP outcomes
- Increased engagement and participation in learning activities

- Development of independence and life skills
- Improved social communication and interaction

Wellbeing and Engagement

- Reduction in anxiety-related behaviours
- Increased time spent in educational activities
- Positive feedback from families about their child's experience
- Successful transitions between educational phases

Accountability Measures

- Statutory Compliance: Meeting all EHCP review requirements and timescales
- Local Authority Monitoring: Participating in quality assurance visits and reviews
- External Inspection: Prepared for enhanced SEND inspection frameworks as they develop
- Parent and Student Voice: Regular feedback collection and response systems

Multi-Agency Collaboration

We maintain strong partnerships with:

- Local Authority SEND Teams: Regular liaison and information sharing
- Health Services: Coordinated approach to therapy and medical support
- Social Care: Joint planning for students with additional care needs
- Community Organizations: Preparing students for adult life and community participation

Future Planning

As we await the autumn 2025 Schools White Paper and implementation of new National Standards, we are committed to:

- Participating in any pilot programs or change initiatives
- Adapting our provision to meet emerging requirements
- Maintaining our high standards while embracing evidence-based improvements
- Ensuring continuity of support for all our students during any transition periods

Contact and Further Information

For referrals and enquiries about our Exceptional Needs Department, please contact your local authority SENDAR team. All applications must be made through official channels in accordance with current statutory processes.

This policy will be reviewed following publication of the Schools White Paper and any resulting legislative changes.

Legal Framework References: Children and Families Act 2014; SEND Code of Practice 0-25; Special Educational Needs and Disability (Amendment) Regulations 2024

transition process throughout their schooling.