

RAVENSCLIFFE HIGH SCHOOL AND SPORTS COLLEGE

ADMISSIONS POLICY

(This Policy should be read in conjunction with Calderdale's Admission to Secondary School document which is published annually and available on line at www.calderdale.gov.uk)

As a Generic Special School, Ravenscliffe High School provides education for pupils aged 11 to 19 years with clearly identified Special Educational Needs.

Calderdale is the Admission Authority and places students at Ravenscliffe following a request to the Governing Body. Following negotiations with a neighbouring L.A. a limited number of extra district student may be admitted should Calderdale deem that sufficient places are available. Calderdale has currently agreed to fund 140 places at school (though at the date of the policy review numbers on roll are 147 with 166 projected for September 2016) based on the agreed funding matrix according to their level of Special Educational Need. The majority of pupils will be admitted on the basis of a Statement of Special Educational Need which nominates Ravenscliffe but from time to time the LA arranges for students to be admitted who are in the process of having a Statement completed, or for a period of assessment.

In order for this procedure to be effective, sufficient time must be allowed, before transfer, to satisfy all parties concerned that the suggested placement is appropriate.

Most pupils will come to Ravenscliffe on a full time basis but the LA may recommend that there should be a "joint" placement, where the pupil attends Ravenscliffe for part of the week and another (usually mainstream) school for the remainder.

In line with its Equal Opportunity Policy, Ravenscliffe admits students irrespective of gender, disability, race or belief.

Calderdale Co-ordinated Admissions Scheme

The Education Act 2002 requires every local authority to operate a co-ordinated admissions scheme for children who are due to start secondary school from September 2008 onwards . A co-ordinated admissions scheme seeks to ensure that every pupil in the country receives an offer of a school place on the same day,

National offer day for pupils starting Secondary school | September each year is the preceding March.

The scheme operates in such a way that all parental **preferences** are considered equally. However, the schools have to be expressed in order of preference. In the event of a child being eligible for a place at more than one school, only one offer of a place will be made. This will be at the highest expressed preference of school for which the child is eligible. (For the purpose of clarity, this is not a 'First Preference First' scheme and priority will not be given to first preferences over second or third preferences.)

Parents of children resident in Calderdale can express up to three preferences for schools including schools in other local authorities. For out of authority schools, however, parents should contact the relevant local authority for information about the schools' over-subscription criteria.

Calderdale's Provision for Children with Special Educational Needs

The Authority operates to general principles. The guidance in these pages is informed by these general principles and should be read with them clearly in mind:

- A child with Special Educational Needs should have their needs met.
- The Special Educational Needs of children will normally be met in mainstream schools or settings.
- Parents have a vital role to play in supporting their child's education.

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- Children with Special Educational Needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

If it seems that a child has complex or severe learning difficulties then consultation with other professionals (Educational Psychologists, School Medical Officers etc) will take place after consultation with the parents / guardians. The Authority may take the decision to carry out an assessment under Part 4 of the Education Act 1996 and may issue a Statement of Special Educational Needs. The statement is a formal summary of the child's Special Educational Needs and the provision that will be made to meet these.

Arrangements within the Authority allow for the progressive extension of professional involvement from the class teacher to the headteacher, and then, if necessary, to professionals external to the schools (such as Specialist Teachers, Educational Psychologists, Education Welfare Officers, Area Health Authority Personnel, Social Services etc).

Organisationally, there are the following three options regarding the way Special Educational Needs may be met.

1. At a maintained school with appropriate intervention. The support may be provided from the school's own resources or by an outside agency. A formal statement under the Education Act 1996 is not always necessary to provide this option.
2. At a special unit or maintained special school.
3. At a non-maintained, independent or special school.

In options 2 and 3, a statement must be written.

In each case, the decision to move a child from within the mainstream to a special school or from within the Authority to a placement outside is not taken unless it is impossible to provide appropriately for the child otherwise. Parental views are always sought and due regard given to those views.

Parents who feel that their child has Special Educational Needs which have not been addressed in one of the ways described above should make their initial contact through the Headteacher of their child's present school. More general enquiries concerning special educational provision should be made to the Special Needs Section of Children and Young People's Services.

The Code of Practice on the Identification and Assessment of Special Educational Needs states:

'The parents' preferred school may be further away from the child's home than another school which is appropriate to the child's special educational needs. In such a case it is open to the local authority to name the nearer school, because that would be compatible with the efficient use of the local authority's resources. It would also be open to the local authority to name the school preferred by the child's parent(s), so long as the parent(s) met the transport costs.'

Transport assistance will then be provided to that school.

The SEN team can be contacted by telephone on 01422 394144 or e mail john.perry@calderdale.gov.uk
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The Parent Partnership Service is also here to help and give advice on issues related to Special Educational Needs and can be contacted on 01422 399500 or e mail calderdaleparents.com

ADMISSIONS PROCEDURES AT RAVENSLIFFE

1. TRANSFER FROM OTHER SCHOOLS

Key Stage 3 and 4

Each year a number of students from Calderdale's Primary Special Schools transfer to Ravenscliffe at the end of Year 6.

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In addition, students may be admitted to Ravenscliffe at different ages or from a variety of other schools which include mainstream Primary or Secondary School within Calderdale and mainstream or Special schools outside Calderdale LA. In such cases, it is anticipated that a representative from Ravenscliffe (usually the Key Stage Manager or Deputy Headteacher) will have the opportunity to visit the student at school before transfer.

Although admission procedures remain the same pupils transferring into Year 7 from the Primary Special Schools and mainstream are afforded the opportunity to participate in the following transition programme during the Spring and Summer term of Year 6.

Post 16 Admission into Ravenscliffe 6th Form from mainstream school.

The local Authority has determined that "where there is agreement that the placement is compatible with identified special educational needs, compatible with the education of others with whom they will be educated and compatible with the efficient use of resources and it is determined that a place is available then, following consultation with the school, a place will be made available".

If there is insufficient information available regarding the current level of a student's need, the school would expect to agree an Assessment placement with the Local Authority Officers so that senior school staff can ascertain whether the identified need can be met at Ravenscliffe.

2. TRANSITION ARRANGEMENTS

In order to ensure successful transfer of students from Highbury and Woodbank primary school, Ravenscliffe will arrange a programme of transition which officers:

1. Deputy Head KS3 and other Key Stage pastoral staff to visit primary special schools 1 half day visit per week (Summer term) to work alongside the pupils and their teachers/support assistants.
2. Parent Meetings held in Primary Special schools on an informal and formal basis. Informally during weekly visits, formally on an organised Transition meeting with Headteacher or Deputy of Ravenscliffe at the Primary Special School (usually April).
3. Primary School students to visit Ravenscliffe two half day visits and one full day visit. Initially supported by their primary staff in association with Ravenscliffe, then supported by Ravenscliffe staff.
4. Close liaison work with Primary teachers to produce a pupil transition information package which shall include information on personal and physical and medical needs, National Curriculum levels and differentiated activities.

In addition the Headteacher or Key Stage Manager will attend, as invited, the final Y6 Annual Review of Statement before transfer from the Primary school.

Irrespective of which school the student transfers from, the following procedures are common and will be followed in all cases:

a) Preliminary Visit

Prior to a place being offered at Ravenscliffe it is essential that the parent(s)/carer(s) and student visit the school, are shown around (usually by the Headteacher) are given a School Prospectus and have opportunities to have all questions answered, either by the Head, Deputy Head for the relevant Key Stage or teaching/support staff.

Such visits will usually be arranged and supported by agents of the Authority or the school from which the student is to transfer.

b. Prior to Admission

When a pupil has been offered a place, the parent/carer(s) will be invited to contact the school again to further discuss their child's strengths and individual learning, social and personal needs. At this stage

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parent/carer(s) will be informed (if possible) who the students pastoral teacher and Deputy Head and Key Stage Manager will be, if this has not already taken place.

Liaison will take place between the feeder school and Ravenscliffe to ensure that all relevant information has been received.

In certain circumstances parents; LA and schools may decide that a pupil's needs will be best met by a gradual introduction into Ravenscliffe. Flexible arrangements will be negotiated in such a case.

All parents of students transferring to the school in September will be invited to an Open morning in the preceding June/July.

3. ALLOCATION TO YEAR AND PASTORAL GROUP

Students are normally placed in Class (year) groups according to chronological age. In exceptional circumstances a student may be placed in a group the year above or below the pupil's chronological age, a situation which will be clearly communicated to parents and LA.

The student will also be placed in a Pastoral Group of between typically 7 and 10 students (half of the year group). Following initial assessment the student will be placed in an appropriate Communication Group.

4. ADMISSION

On the day of admission or before the Key Stage Manager will remind all appropriate staff of the student's needs, strengths and any medical conditions. This will usually take place at the morning staff briefing, to ensure that new pupils can be met, made welcome and received in to the school.

In appropriate cases the School Nurse will complete a Medical Conditions Card and inform all staff of any significant medical needs.

5. STUDENT RECORDS AND FILES

When the Statement of SEN and records from the previous school arrive, they will be circulated to the Headteacher, Key Stage Deputy Head and Manager, Pastoral teacher and other appropriate staff.

Targets set in the most recent Annual Review will inform the identification and writing of future individual students Educational Targets and Learning programmes by Pastoral and subject teachers in conjunction with the Key Stage Manager.

In considering the suitability of placement, Ravenscliffe will also take account of the effect an admitted student has on the existing school population in terms of behaviour, the physical space available to meet a student's need, health and safety, quality of learning within the class group and potential risk to vulnerable peers. Where a student's behaviour clearly indicates a serious threat to the good order and running of the school, the Governing Body may decide to remove the offer of a place at the school.

Prepared by M Moorman

Approved by Governors 25/4/2016

To be reviewed: Summer 2019