



Sunnyside SEND Base Provision Admissions Procedure & Policy

Date written: February 2018
Author: R Rathmell
Date adopted by Governors: February 2018
Reviewed: September 23
Next Review Date: September 24

Policy Amendments:

Review Date	Detail
November 2018	Added final version of base criteria, minor amendments to roles
September 2021	Changed place numbers only
November 2022	Changes to details pertaining to SEN Inclusion Officer due to imminent departure from role.
October 2023	Added criteria for SEMH provision and edited Section 1 to reflect numbers and provision arrangements

Contents

1.0 General Description of Provision	3
2.0 Management	4
3.0 Admissions Procedure and Process	4
4.0 Review and Provision Arrangements	5
5.0 Links with Parent/Carers & Mainsteam classes	6
Appendix A- Admissions Process for HNB, VRB and SCB September Start	7
Appendix B – Admissions Process for HNB, VRB or SCB within year referral	8
Appendix C – Criteria for Higher Needs Base	9
Appendix D – Criteria for Sunnyside Communication Base	12
Appendix E – Criteria for Visual Resource Base	15
Appendix F – Criteria for Social, Emotional Mental Health Base	18

1.0 General Description

- 1.1 The Base and Resourced Provision for pupils who are d/Deaf, those who are Severely Sight Impaired (Blind) or Sight Impaired, pupils with Higher Needs and SEMH are an integral part of Sunnyside Academy. We have 74 Funded Places in total, 26 of these are specifically for High Needs Pupils, 8 places are allocated to pupils with SEMH). The remaining places are shared between Sunnyside Communication Base and Visual Resource Base. These figures are adjusted by the local authority annually depending on demand.
- 1.2 The Sunnyside Communication Base (SCB) caters for d/Deaf pupils who reside in one of the Local Authorities who form the Joint Arrangement: Middlesbrough, Stockton, Redcar and Cleveland, or Hartlepool. Pupils who live in neighbouring LAs may be accepted after due consideration of their individual circumstances and providing they meet the other admissions criteria. Pupils must be aged between 3 and 11 years, and cognitively and linguistically able to access a differentiated mainstream curriculum i.e. developmental delay is within 2-5 years of the child's chronological age. In the SCB some pupils are taught within discrete classes of no more than 7 pupils, whilst other pupils are supported within their age-related mainstream class.
- 1.3 The Visual Resource Base (VRB) caters for Severely Sight Impaired (Blind) or Sight impaired pupils who reside in one of the Local Authorities who form the Joint Arrangement: Middlesbrough, Stockton, Redcar and Cleveland or Hartlepool. Pupils who live in neighbouring LAs may be accepted after due consideration of their individual circumstances and providing they meet the other admissions criteria. Pupils must be aged between 3 and 11 years. Pupils will be taught alongside age-related peers within the mainstream classroom, therefore they must be cognitively and linguistically able to access a differentiated mainstream curriculum i.e. any developmental delay is within 2-3 years of the pupil's chronological age.
- 1.4 The High Needs Base (HNB) caters for pupils identified as having a Learning Difficulty and associated Higher Needs. Pupils will be aged R-11 (R-6) split across 3 classes and will reside within Middlesbrough Local Authority. Pupils will require a significantly modified and adapted curriculum and high levels of adult support. Usually the pupils will have experienced significant difficulties when accessing the mainstream curriculum alongside their peer group.

1.5 The fourth Higher Needs Base has 8 places for pupils with Social, Emotional and Mental Health Needs. Pupils in this group access a significantly modified nurture curriculum which focuses on the development of core skills (reading, writing, maths) alongside positive learning and relationship behaviours.

2.0 Management

2.1 Overall responsibility for all Base Provision lies with the Head Teacher – Julie Sutton.

2.2 Julie Sutton is supported by the Inclusion Team:

- Assistant Head Teacher for SEND/HNB Lead – Rebecca Rathmell
- Michelle Runcieman-Smeaton – SCB Lead/Qualified Teacher of the Deaf
- Liz Milburn – VRB Lead/Qualified Teacher of Children with Vision Impairment
- Karen Foulger – Parent Support Advisor/Designated Safeguarding Lead

3.0 Admissions Procedures – See Appendix A and B for flow charts

3.1 All pupils to be considered for admission will be referred via the Middlesbrough Local Authority SEND Team.

Requests for admission will be accompanied by either:

a) An Education, Health and Care Plan. OR a SEN Support plan

b) Referrals are likely to be accompanied by a current Educational Psychologist's report and a report from the pupil's present educational placement. Where relevant, reports from a clinical medical officer, Speech and Language Therapist and Occupational Therapist will also be provided.

3.2 After receiving a request for admission, in all cases, a relevant member of the Inclusion Team will visit the pupil in their present educational setting and/or their home setting to make an assessment for suitability for the provision. Consideration is given to the number of base pupils in any one year group in order that school numbers should be

'compatible with the interests of other children within the school' (Code of Practice 4.41) In addition to this, it should be noted that BATOD and NDCS recommend a ratio of no more than 7 d/Deaf pupil and no other additional needs to one Qualified Teacher of the Deaf in a class.

3.3 Following the visit, the AHT SEND, will respond to the Local Authority confirming either a place is available and arrangements for the pupil's admission will proceed, or that the school is unable to offer a place. The LA SEND Panel would make the final placement decision.

3.4 A final decision to confirm the placement will be subject to parent/carer agreement.

3.5 Parents/Carers will be invited to visit the school and Base at any time during this process.

4.0 Review and Provision Arrangements (See Appendix C, D and E for further breakdown)

4.1 Each pupil's progress will be reviewed, at least annually, with parents, carers and involved professionals. The review meeting will consider the pupil's progress and ability to access the provision. The pupil's Support/EHC Plan will be reviewed at this stage. If there are concerns over the placement, an interim review will be called. The Inclusion Team will be kept informed of the pupil's progress at all times.

4.2 Each pupil's progress will be measured against broad criteria, which will include National Curriculum development, social communication development and ability to be included into the mainstream of the school socially or academically.

4.3 It is the responsibility of staff in the Bases to show the broad range of progress of each pupil for the purposes of assessment, effectiveness of the given curriculum and for Ofsted purposes.

4.4 Each pupil will be given half a term in which to settle and for staff to gain a good understanding of the pupil's needs and abilities. Close links with parents/carers will be maintained and any concerns regarding appropriateness of the placement will be

discussed with parents/carers and involved professionals. The Local Authority will be alerted as early as possible to any concerns in order to ensure that, wherever necessary, the pupil can be moved to a more appropriate placement as quickly as possible.

4.5 If it is agreed a pupil is not appropriately placed and has to leave the Base Provision, an interim review meeting will be convened to agree the process and timescale.

5.0 Links with Parent/Carers and Mainstream Classes

5.1 Close links will be maintained with parents/carers throughout their pupil's attendance at the Sunnyside Bases through the formal reviews as well as through invitations to visit the Provision and through digital communications or home/school books.

5.2 Pupils accessing the Visual Resource Base are all taught in mainstream classes with support and oversight from the Qualified Teacher of Pupils with Vision Impairment and the Specialist Teaching Assistants.

5.3 Some pupils in the Communication Base integrate into mainstream class in the school with appropriate support from the Resourced Provision. The extent and speed of this integration will depend upon the needs of the pupil and will be carried out in consultation with parents/carers and relevant school staff.

5.4 Pupils in the High Needs Base integrate with mainstream pupils for lunchtimes, playtimes, assemblies, Educational Visits and extended school clubs and activities. On some occasions, pupils based within HNB, have integrated with mainstream classes for particular lessons or periods of the day.

Admissions Process for VRB, SCB and HNB for September start

A pupil who is Severely Sight Impaired (Blind) or Sight Impaired or a pupil who is d/Deaf may be identified as requiring a Base placement by the Peripatetic Service, an individual school setting, an outside service such as NDCS or by the SEN Team at one of the Local Authorities working within the joint agreement.

A pupil with Higher Needs will be identified as possibly requiring a 'High Need Base' placement by an individual school setting (though place planning process), an outside service or through the Education, Health and Care Plan process.

Possible provisions are identified and discussed with parents/carers at Annual Review or multi-agency meetings during Autumn/Spring. Parents/carers encouraged to visit provisions and share preferences.

For Reception places for VRB or SCB or HNB

Referrals are considered through Place Planning Processes which begin with parental preferences selections in January and processes which conclude in March each year.

For places for VRB, SCB (Y1-6) or HNB (y1-6)

Referrals are considered through Middlesbrough Place Planning Processes which begin in March and conclude in June each year.

Referring Specialist Services advised of placement decision and parents/carers informed in line with all Reception parent/carers in April.

Parent/carers and referring schools informed of placement decisions in June.

Placement confirmed and given in writing to named contact. Communicate with parents/carer and current placement to arrange transition plan for pupil. All existing paperwork to be forwarded to Sunnyside either before or on official start day. Parents/carers must complete Sunnyside Admissions Pack and consent forms. SIMS pack information to be updated.

Ongoing discussion and monitoring. Baseline IASEND assessments completed within 6 weeks of start date. Multi-agency Review between 8-12 weeks to assess progress and whether provision is effectively meeting need.



A pupil with Higher Needs, SEMH, a pupil who is Severely Sight Impaired (Blind) or Sight Impaired (VI) or a d/Deaf pupil is identified as requiring enhanced provision by the EHC plan process.

A pupil who is Severely Sight Impaired (Blind) or Sight Impaired or d/Deaf pupil is identified as requiring enhanced provision by Sensory Support Services or external service such as NDCS.

The Service or SEN Team at the 'Home' Local authority MUST contact Middlesbrough Local Authority SEN Team (01642 201831) to make them aware that they require a place. All relevant information and documents to be forwarded through LA SEN Team to Sunnyside SEN Inclusion Officer.

Sunnyside Inclusion Panel Meet regularly to discuss any referrals. Panel to include Heads of Bases, SENDCO, Head Teacher and other relevant professionals or services where relevant. Panel consider capacity to support need and needs of existing pupils. Next steps agreed and communicated to referral contact.

Sunnyside Inclusion Team member to observe pupil in current setting (if possible and applicable). Feedback to SENDCO and Head Teacher on suitability for Sunnyside provision. Next steps agreed and communicated to referral contact and parents/carers.

If questions regarding capacity to provide level of provision arise after observation an additional multi-agency meeting may be called to clarify need and provision. Referring LA or contact to be invited to attend.

Agreed outcome maybe additional adaptations to provision or funding arrangements prior to pupil being accepted for placement

Placement confirmed and given in writing to named contact. Communicate with parents/carers and current placement to arrange transition plan for pupil. All existing paperwork to be forwarded to Sunnyside either before or on official start day. Parents/carers must complete Sunnyside Admissions Pack and consent forms. Scholar pack information to be updated.

Ongoing discussion and monitoring. Baseline IASSEND assessments completed within 6 weeks of start date. Multi-agency Review between 8-12 weeks to assess progress and whether provision is effectively meeting need.



Admissions Criteria and Provision for High Needs Base (HNB)

Descriptor of need/
Admissions
Criteria

DEFINITIONS

SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.

Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.

Children in R to Y6 who require a place in a Higher Learning Needs Unit will meet some or all of the following criteria as evidenced through reports and evidence provided by settings or other professionals:

- Children identified with Learning Difficulties or delays or those who present with significant and persistent difficulties in the acquisition of language /Literacy/ Numeracy skills
- Difficulties that are likely to be lifelong and could be an element of a wider diagnosis e.g. a chromosomal difference.
- be working at a level *significantly* below their peers and significantly (if not severely) delayed in learning across the academic and social curriculum despite differentiated learning opportunities and concentrated supported through quality first teaching and interventions.
- be classed as 'vulnerable' due to social and emotional immaturity
- Pupils with significant difficulty with independent working who need the support of adults and a modified or personalised curriculum.
- have, or be in the process of undergoing assessment for, an Education Health and Care Plan (EHCP).
- In the absence of any formal reports and assessments, the setting may identify students from the setting's mainstream cohort whose needs would be appropriate for the Base/ARP/Unit – in such cases the setting will seek the LA's agreement to such placement
- Although it is acknowledged that some students will, from time to time, present some challenging behaviour, the Unit is primarily to support learning needs and will not always be appropriate for those students with a primary need of SEMH. In such cases, alternative provision could be considered.

On receiving an application for the Unit, settings will work with the LA through the Place Planning process to establish which provider will be most appropriate to meet the need of the child.

In all cases, the LA and setting will work together to ensure that the admission of a child is appropriate for the needs of a child and is not *"incompatible with the efficient education of others."* [Special Educational Needs and Disability Code of Practice 2015]. The number of available places are limited each year and reviewed in line with required procedures relating to high needs and additionally resourced provision to reflect demand for places and to ensure the efficient and effective use of available resources.

**NB A place in an infant assessment class does not guarantee a place in the Primary equivalent Unit and a place in a primary school Base Unit does not guarantee a place in the secondary equivalent base/ARP. Parents/carers must be advised that they must not assume*

	<p><i>that this will be the case and must be advised of the details regarding the place planning process.</i></p>
<p>Assessment and Planning</p>	<ul style="list-style-type: none"> • SEN Support Plans if no EHCP in place • Education Health and Care Plan information. • Reports from the student’s current school. • Educational Psychologist assessment and reports • Reports from other professionals involved with the child such as Speech and Language or Occupational Therapy, learning and language team, specialist teacher (e.g. Learning and Language) informing target setting and support. and reports from services working with the family • Standardised scores, where appropriate. • Curriculum and progress closely monitored by school tracking systems • assessments by EPs • Targets identified are individualised and are short term and specific to supporting pupil to overcome barriers to learning based on IASEND assessment information • Additional Educational and Non-educational services involved as appropriate • Regular engagement with parents
<p>Groupings for teaching</p>	<ul style="list-style-type: none"> • Daily opportunities for Students to be taught in smaller, distinct classes with high levels of support - Each group will have access to additional adult support. • The number and size of classes may vary year to year depending on the needs of the individuals. • Pupils accessing a modified national curriculum in small groups with opportunities for independence
<p>Human resources and staffing</p>	<ul style="list-style-type: none"> • Unit provision with Specialist Teachers and Teaching Assistants trained and have experience in teaching children with Moderate Learning Difficulties • A consistent and structured environment • Additional adult support under the direction of the teacher provides sustained support for groups or individual • Access to extra staffing to support pupils in times of crisis and stress and to escort pupils on outings and trips. • Additional adults trained to deliver intervention and support
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> • Quality First Teaching is supplemented by small group and 1:1 work with close monitoring of success and progress in place. • The Unit classes are a distinct group, following an alternative, differentiated curriculum • A modified national curriculum in which pupils can experience success, differentiated in terms of approach, pace, delivery, literacy level and method of recording. • Visual cues used to support auditory information • Daily opportunities for small group and 1:1 work. • Intervention with a highly structured approach to the teaching of Literacy and Numeracy. • A multisensory curriculum, which build on previous learning, and provides a range of teaching and learning styles

	<ul style="list-style-type: none"> • A teaching style with a preference for practical tasks and opportunities for over-learning and consolidation through frequent repetition ensuring transfer and generalisation of skills. • Small steps within group or 1:1 programmes based on IASEND and personalised targets • Tasks and presentation are personalised to the pupils' needs and monitored regularly to ensure they are appropriate. • Emphasis on basic skills in English, Maths, PSHCE and ICT. • Opportunities to develop practical skills through cooking, gardening and life skills sessions • Unit classes have access to educational visits to support the learning through real experience.
Resources and Intervention Strategies	<p>Intervention may include</p> <ul style="list-style-type: none"> • High levels of in class support. • Thinking Skills' approach – sorting/matching/visual sequencing/classifying and categorising. • Adult to used reduced language and chunk information when giving instructions. • Language levels used appropriate to the language development of pupil when questioning and explaining • Use of real objects and experiences where possible, pupils included in group activities wherever appropriate. • Quality First Teaching is supplemented by small group and 1:1 work with close monitoring of success and progress in place. • Individualised English and Maths incorporated into curriculum. • Clear entry and exit criteria for HNB Base • 1:1 SALT programmes where appropriate • Access to ICT. • Phonics intervention and numeracy intervention. • Screening for Access Arrangements (where appropriate) – KS2. • Social needs support and intervention during break and lunchtimes • Additional support during transition to a suitable Secondary provider. • Pastoral or wellbeing service where needs identified <p>Resources (in addition to staff and curriculum resources).</p> <ul style="list-style-type: none"> • Unit places are funded through the place led funding element at the current rate agreed • The setting may request exceptional case funding from the LA via an appropriate evidenced and costed request which would be considered by the LA's Resource Panel • A dedicated teaching and learning area • Differentiated texts and workbooks. <p><i>* Decision making about structure and the allocation of resources in the Unit is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2015]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</i></p>

Admissions and Provision Description for Sunnyside Communication Base (SCB)

Criteria for Admission/
Descriptor of need

DEFINITIONS

SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.

Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.

d/Deaf children in Nursery to Y6 who require a place in a Additionally Resourced Provision/Unit for will meet some or all of the following criteria as evidenced through reports and evidence provided by settings or other professionals:

- Children who have deafness as a main presenting need.
- Children who have been assessed by an appropriately qualified professional as having a permanent hearing loss, ranging from moderate to profound (NatSIP criteria), which has a significant ongoing effect on speech, language, communication, social/emotional development and access to the curriculum.
- Children who need access to SSE/BSL.
- Children who do not have a hearing loss, but as a result of an additional need, they require a signing environment.
- Children may have additional language learning difficulties associated with hearing loss.
- Children may have Auditory Neuropathy Spectrum Disorder.
- Be known to the local Sensory Service and receive advice, support and tutoring from a peripatetic Teacher of the Deaf.
- Language and communication development requires a high level of support to access the curriculum.
- May have, or be in the process of undergoing assessment for, an Education Health and Care Plan (EHCP).

On receiving an application for the Base/ARP/Unit, settings will work with the LA through the Place Planning process to establish which provider will be most appropriate to meet the need of the child.

In all cases, the LA and setting will work together to ensure that the admission of a child is appropriate for the needs of a child and is not "incompatible with the efficient education of others." [Special Educational Needs and Disability Code of Practice 2015]. The number of available places are limited each year and reviewed in line with required procedures relating to high needs and additionally resourced provision to reflect demand for places and to ensure the efficient and effective use of available resources.

	<p>*NB A place in a primary school ARP/Unit does not guarantee a place in the secondary equivalent ARP/Unit. Parents/carers must be advised that they must not assume that this will be the case and must be advised of the details regarding the place planning process.</p>
<p>Assessment and Planning</p>	<ul style="list-style-type: none"> • SEN Support Plans if no EHCP in place • Education Health and Care Plan information. • Reports from the student’s current school. • ECHP/Educational Psychologist assessment and reports • Reports from other professionals involved with the child such as Speech and Language or Occupational Therapy, learning and language team and reports from services working with the family • NatSIP criteria used to determine supplementary curriculum need. • In EYFS, children are tracked using Development Matters • In the unit, children are assessed using iASEND, Maths Sandwell, PIXL Maths, Benchmark kit for reading, Salford reading assessment, White Rose as well as ongoing teacher assessment. • In addition, some children will be assessed using the Phonic Screening Check and also KS1 and KS2 SATS. • Children in the resourced provision are assessed in within in their mainstream classes using PIXL, YARC and Salford reading assessment. • All children in the unit or resourced provision have an annual BSL assessment by a Deaf Tutor. • Speech and Language assessments are completed by on-site Specialist Speech and Language Therapists. • All the above assessments inform planning and target setting, and from this, a differentiated curriculum is delivered.
<p>Groupings for teaching</p>	<p>At Sunnyside, at the discretion of the SCB Lead children may access one or a combination of the following:</p> <ul style="list-style-type: none"> • Pupils in the unit are taught in small groups by a Qualified Teacher of the Deaf and Specialist Teaching Assistant. They also integrate into mainstream from lessons which they are able to access alongside both the Qualified Teacher of the Deaf and the Specialist Teaching Assistant. • Some additional group and individual work to meet identified need and to facilitate learning and inclusion, as appropriate. • Some children who are in the unit/resourced provision, also access certain mainstream lessons with support from a Specialist Teaching Assistant. • Children from the Resourced Provision who access a mainstream curriculum/provision are taught by a mainstream teacher and are supported by a Specialist Teaching Assistant. They also have designated Qualified Teacher of the Deaf time each week.
<p>Human resources and staffing</p>	<ul style="list-style-type: none"> • Qualified Teachers of the Deaf • Specialist Teaching Assistants • Speech and Language Therapists • Deaf Role Models • Hearing Aid Technician • Mainstream Teachers with support from Qualified Teachers of the Deaf and Specialist Teaching Assistant. • Signing lunchtime supervisors

	<ul style="list-style-type: none"> • External agencies may be needed to work with the pupil such as Speech and Language. <p><i>* Decision making about structure and the allocation of resources in the d/Deaf Resourced Provision is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2014]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school</i></p>
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Quality First Teaching is supplemented by additional specialist d/Deaf support with close monitoring of success and progress in place. • Children in the unit are taught in small groups by a Qualified Teacher of the Deaf and Specialist Teaching Assistant. They also integrate into mainstream from lessons which they are able to access alongside both the Qualified Teacher of the Deaf and Specialist Teaching Assistant. • Opportunities for pre and post teaching • Differentiated curriculum according to the needs of the child/children • Visual teaching strategies • Colourful Semantics • Smile Therapy • Deaf Studies • Resource base children regularly meet for assemblies and group sessions across all age ranges • Opportunities to meet other d/Deaf children at various other regional events • British Sign Language stories- weekly- delivered by a Deaf Tutor • Deaf counselling for resource base children • Play, sign and sing- a pre-school hearing impaired group for parents and siblings
Resources and Intervention Strategies	<ul style="list-style-type: none"> • Quiet rooms with good acoustics • FM systems • Soundfield systems • Speech and Language • Deaf CAMHS • Bungalow • REACH • Educational psychologist • NDCS Roadshow and termly visits • Qualified Teachers of the Deaf attend audiology sessions • Annual reviews <p><i>* Decision making about structure and the allocation of resources in the ARP/Unit Provision is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2015]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</i></p>

Admissions Criteria and Provision for Sunnyside Visual Resource Base (VRB)

Descriptor of need/Criteria for Admission	<p><u>DEFINITIONS</u></p> <p>Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.</p> <p>Children Nursery age to Y6 who require a place in a Additionally Resourced Provision for children who have a Vision Impairment will meet some or all of the following criteria as evidenced through reports and evidence provided by settings or other professionals:</p> <ul style="list-style-type: none"> Will have been assessed by an appropriately qualified professional as having a moderate to profound vision loss for either near, distance or both (NatSIP criteria) Discussions with professionals involved and parents will have identified the ARP as the most appropriate provision to meet the pupils needs. Pupils may also have Cerebral visual impairment (CVI). They may have normal or near normal visual acuity but will display moderate to significant visual processing difficulties. Pupils may be registered Sight Impaired (Partially Sighted) or Severely Sight Impaired (Blind) They will be known to the local Sensory Service and be on their caseload with ongoing liaison and possible Habilitation training. May be working at a level significantly below their peers and significantly (if not severely) delayed in learning across the academic and social curriculum. <p>On receiving an application for the ARP, settings will work with the LA and the Peripatetic Service through the Place Planning process to establish which provider will be most appropriate to meet the need of the child.</p> <p>In all cases, the LA and setting will work together to ensure that the admission of a child is appropriate for the needs of a child and is not <i>"incompatible with the efficient education of others."</i> [Special Educational Needs and Disability Code of Practice 2015]. The number of available places are limited each year and reviewed in line with required procedures relating to high needs and additionally resourced provision to reflect demand for places and to ensure the efficient and effective use of available resources.</p> <p><i>*NB A place in a primary school ARP <u>does not guarantee</u> a place in the secondary equivalent ARP/Unit. Parents/carers must be advised that they must not assume that this will be the case and must be advised of the details regarding the place planning process.</i></p>
Assessment and Planning	<ul style="list-style-type: none"> Education Health and Care Plan in place with all appropriate assessments and ongoing outcomes agreed

	<ul style="list-style-type: none"> • SEN Support Plans in place if no EHCP. • Reports from other professionals involved with the child such as Educational Psychologist, Speech and Language or Occupational Therapy, Learning and Language Team and reports from services working with the family • Pupil profile written to inform staff of optimum learning conditions, shared with all staff • Functional Vision Assessments will be carried out by appropriately qualified person and information shared with all relevant staff.
Groupings for teaching	<ul style="list-style-type: none"> • Full inclusion in a mainstream class. • Some additional group and individual work to meet identified need and to facilitate learning and inclusion, as appropriate. • Social and emotional, habilitation and life skills teaching. • Classroom seating and position advised to mainstream teacher by Qualified Teacher of Children with Vision Impairment (QTVI).
Human resources and staffing	<ul style="list-style-type: none"> • QTVI would deploy adults appropriately to increase pupil independence. • Children may have additional support from a Specialist Teaching Assistant in class and around school depending on assessed need, to facilitate inclusive and independent learning, preparation of resources and to ensure safety. • External agencies may be needed to work with the pupil such as habilitation, speech and language. • Specialist Teaching Assistants have regular team meetings and access to external training and in house training with the QTVI to maintain skills as required. <p><i>* Decision making about structure and the allocation of resources in the VI Resourced Provision is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2014]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</i></p>
Curriculum and Teaching Methods	<ul style="list-style-type: none"> • Quality First Teaching is supplemented by additional specialist support with close monitoring of success and progress in place. • Full inclusion within mainstream class • School staff make adaptations to curriculum delivery to facilitate access for a Sight Impaired or Severely Sight Impaired pupil monitored by the QTVI. • Teaching staff differentiate learning materials according to academic ability for all staff – including those with a sensory impairment. • All schools staff must be responsible for providing lesson and curriculum content ahead of the lesson so it can be produced in an alternative format by designated staff. • Time will be allowed for the modification of teaching and learning materials into an appropriate medium to promote independent learning and to facilitate inclusion. • Skills teaching as appropriate e.g. cognitive, language, social/emotional, tactile, habilitation and independence will be available, usually one to one under, the guidance of QTVI. • Inclusive opportunities to work with and socially mix with both sighted and non-sighted peers.

<p>Resources and Intervention Strategies</p>	<ul style="list-style-type: none"> • Weekly opportunities for VRB pupils to socialise with each other. • Teaching resources supplied by school including large print resources, Braille and other tactile learning materials. • Equipment such as low vision aids, electronic magnification, iPad and laptop supplied as appropriate to meet needs Additional Support may need to be requested from the home LA for expensive pieces of equipment (e.g. braille notetaker) • Time allocated for staff to produce modified resources. <p><i>* Decision making about structure and the allocation of resources in the ARP is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2015]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</i></p>
--	---

Appendix F

Admissions Criteria and Provision for Sunnyside Social, Emotional and Mental Health Unit Provision (SEMH – HNB4)	
Descriptor of need/Criteria for Admission	<p><u>DEFINITIONS</u></p> <p>SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.</p> <p>Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.</p>
Assessment and Planning	<ul style="list-style-type: none"> • Education Health and Care Plan in place with all appropriate assessments and ongoing outcomes agreed • SEN Support Plans in place if no EHCP. • Reports from other professionals involved with the child such as Educational Psychologist, Speech and Language or Occupational Therapy, Learning and Language Team and reports from services working with the family • Pupil One-Page-Profile written to inform staff of optimum learning conditions, shared with all staff • Risk assessment and Behaviour Support Plan will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality.
Groupings for teaching	<ul style="list-style-type: none"> • There will be a much greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour. • Some pupils offered one to one support from an adult for most of the school day • All Pupil offered one to one support from an adult for some of the school day
Human resources and staffing	<ul style="list-style-type: none"> • High ratios of adults to pupils. Some pupils may require one to one support for some or most of the day. <p><u>Possible Multi Agency Interventions: ·</u></p> <ul style="list-style-type: none"> • Early Help/Stronger Families Co-ordinators, Social Workers, • Drug and Alcohol Team, • Police/Police Community Support Officers • Health, School Nurse • CAMHS, • Educational Psychologist • Fire & Rescue Service • Barnardo’s, Mind, The Bungalow Partnership etc. · <p><i>* Decision making about structure and the allocation of resources in the SEMH Unit Provision is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2014]. The changing needs of the students mean</i></p>

	<p><i>that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</i></p>
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> • Pupil requiring an alternative to mainstream education • Pupil’s curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum • Activities focus on key skills and SEMH outcomes throughout the school day • A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding • Structured social skills group work and/or intervention • Regular opportunities to consolidate learning/ promote confidence in the learning environment • Adult support to implement structured social skills, group work and/or intervention and to support during less structured times • Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour • Additional support around times of transition and change • Staff have expertise in managing significant and consistent difficulties with behaviour • Support and advice from outside agencies as appropriate
<p>Resources and Intervention Strategies</p>	<ul style="list-style-type: none"> • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • All additional resources and exceptional arrangements are referenced in a personalised provision map • Advice available from relevant specialist services