

## ADMISSION CRITERIA TO A SCHOOL FOR PUPILS WITH BEHAVIOUR AND LEARNING DIFFICULTIES

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.



Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



**In considering the parental request for placement within a maintained special school for pupils with behaviour and learning difficulties the Local Authority must have regard to the following admission criteria:**

- The pupil will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure manifest themselves in a combination of behavioural and learning, emotional and social difficulties as described in their SEN using the QCA behaviour scales
- Pupils are likely to experience a combination of low self-esteem, together with a significant degree of social and emotional immaturity possibly associated with language delay and will display emotional vulnerability and/or disruptive behaviours. Their learning difficulties may be compounded by medical diagnoses such as Prader Willi, Tourettes, Fragile X or ASD.
- The majority of pupils will have general learning difficulties in most curriculum areas.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
B & L	Below Normal/ Well below normal	L 1 – 2	L 2 – 4	CoEA - 1+GCSE

- At KS1 and KS2 the school will provide for pupils who have behaviour, emotional and social difficulties (see BESD admission criteria)

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live wherever possible within the local community which may cover more than one district, close enough to comply with County guidelines on journey time and close enough to be able the school to support them in their locality whenever possible

### RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT

DISTRICT	PRIMARY/SECONDARY		DISTRICT	PRIMARY/SECONDARY
Ashford	Orchard		Sevenoaks	Rowhill
Canterbury	Orchard		Shepway	Harbour
Dartford	Rowhill		Swale	Orchard
Dover	Harbour		Thanet	St Anthony's
Gravesham	Rowhill		Tonbridge & Malling	Bower Grove
Maidstone	Bower Grove		Tunbridge Wells	Rowhill

**ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH BEHAVIOUR, EMOTIONAL AND SOCIAL DIFFICULTIES**

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources

**In considering the parental request for placement within a maintained special school for pupils with behavioural, emotional and social difficulties the Local Authority must have regard to the following admission criteria:**

The young person will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure usually manifest themselves in emotional, behavioural and social difficulties as described in their SEN using the QCA behaviour scales. They will include students whose present needs are the result of deep-seated and long-term emotional needs in pupils with attainment falling within the Normal (N) and Above Normal (AN) as defined by the QCA levels for that cohort.

The young person will present with most of the following behaviours:

- distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum
- unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers
- behaviour which is bizarre and/or self injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person
- significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged
- periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education

The pupil may also be on the Autistic continuum but responds well to BESD provision.

Students will require an intensive multi-agency approach and appropriate out of hours support.

The school will cater for either Key Stage 1 and 2 (in Behaviour & Learning provision) or Key Stage 3 and 4 (in Behaviour, Emotional and Social Difficulties provision)

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS3
BESD	Normal/Above normal	L3 – 5	L5 – 7	5+ GCSE A – C

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate

For secondary age BESD students they will live within the community of the campus defined as an area of Kent covering up to 4 districts and close enough to involve a journey time that complies with County Transport Policy. For primary age BESD pupils please see B & L admission criteria.

**RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT**

DISTRICT	PRIMARY	SECONDARY		DISTRICT	PRIMARY	SECONDARY
Ashford	Orchard	Goldwyn		Sevenoaks	Rowhill	Furness
Canterbury	Orchard	Portal House		Shepway	Harbour	Goldwyn
Dartford	Rowhill	Furness		Swale	Orchard	Goldwyn
Dover	Harbour	Portal House		Thanet	St Anthony's	Portal House
Gravesham	Rowhill	Furness		Tonbridge & Malling	Bower Grove	Furness
Maidstone	Bower Grove	Goldwyn		Tunbridge Wells	Rowhill	Furness

**ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH COGNITION AND LEARNING DIFFICULTIES RESULTING FROM PROFOUND, SEVERE AND COMPLEX NEEDS**

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.



**Parents express a preference for a particular maintained special school to be named in their child's statement**

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources



**In considering the parental request for placement within a maintained special school for pupils with learning difficulties resulting from profound, severe or complex needs the Local Authority must have regard to the following admission criteria.**

Children with profound and severe needs will exhibit many of the following:

- A severe developmental delay or severe learning difficulty (e.g. up to 0.1 percentile)
- An uneven profile of abilities with the majority of abilities within the severe learning difficulties level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Children with complex needs will have:

- an uneven profile with higher levels of attainment and functioning in some curricular areas. These pupils will have 'complex' needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction etc) and will experience considerable difficulty in accessing mainstream school.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

PSC	Attainment	End of KS2	End of KS3	End of KS4
Profound	P	P	P	P
Severe	WBN/P	P – L1	P – L1	P – L1
Complex	WBN/BN	P – L2	L1 – 3	L2 – 4

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live in the district or in an adjacent district but the school is the nearest appropriate. Journey times will comply with the County Transport Policy.

**RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT**

DISTRICT	PRIMARY/SECONDARY		DISTRICT	PRIMARY/SECONDARY
Ashford	Wyvern		Sevenoaks	Milestone/Ridgeview
Canterbury	St Nicholas		Shepway	Foxwood/Highview
Dartford	Milestone		Swale	Meadowfield
Dover	Aspen I and II		Thanet	Foreland
Gravesham	Ifield		Tonbridge & Malling	Ridgeview
Maidstone	Five Acre Wood		Tunbridge Wells	Oakley

**ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH  
COMMUNICATION & INTERACTION NEEDS  
(AUSTISM SPECTRUM DISORDER & SEVERE COGNITIVE IMPAIRMENT)**

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources

In considering the parental request for placement within a maintained special school for pupils with Communication & Interaction Needs (Autism & Severe Cognitive Impairment), the Local Authority must have regard to the following admission criteria.

Children with severe communication and/or interaction needs associated with combination of autism and severe learning difficulty will present with many of the following:

- A diagnosis of autistic spectrum disorder or pervasive developmental disorder
- The pupil's autism is compounded with severe cognitive impairment
- Severe impairment in reciprocal social interaction and in communication
- Restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities A specific interest in non-functional elements of objects; and there may be a resistance to changes in routine or in details of the personal environment.
- In addition to these specific diagnostic features, the pupil may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances, temper tantrums, and aggression. Self-injury (e.g. by wrist biting) may also be evident.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
Autism & Severe Learning Difficulty	BN/WBN/P	P- L1	P – L2	L1 - 2

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

The pupil will live within the district or one of the adjacent districts and journey time complies with County Transport Policy.

**RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT**

DISTRICT	PRIMARY/ SECONDARY	SECONDARY		DISTRICT	PRIMARY/ SECONDARY	SECONDARY
Ashford	Wyvern	Stone Bay		Sevenoaks	Milestone/ Ridgeview	Stone Bay
Canterbury	St Nicholas	Stone Bay		Shepway	Foxwood	Stone Bay
Dartford	Milestone	Stone Bay		Swale	Meadowfield	Stone Bay
Dover	Aspen I/Aspen II	Stone Bay		Thanet	Foreland	Stone Bay
Gravesham	Ifield	Stone Bay		Tonbridge & Malling	Ridge View	Stone Bay
Maidstone	Five Acre Wood	Stone Bay		Tunbridge Wells	Oakley	Stone Bay

Additionally Stone Bay will provide secondary ASD/Severe Learning Difficulties specific provision.

All pupils may remain at the PSC school beyond KS2 if parents wish. The secondary schools listed offer specialist provision for autism.

**ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH HIGHER FUNCTIONING SEVERE COMMUNICATION & INTERACTION NEEDS**

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources

In considering the parental request for placement within a maintained special school for pupils with higher functioning severe communication & interaction needs the Local Authority must have regard to the following admission criteria.

The pupil may have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger Syndrome, Oppositional Defiance Disorder, Social Communication Disorder or Semantic Pragmatic Language Disorder.) These pupils may have a **secondary** diagnosis of dyspraxia/ADD/ADHD and additional learning needs in the form of dyslexia or dyscalculia. The pupil will have a physical difficulty within the central nervous system that interrupts the normal processes of communication

The child/young person will have difficulties associated with a severe and complex autism spectrum disorder that seriously impedes the development of social relationships and causes substantial and extensive barriers to learning. The pupil will present with many of the following:

- **As a result of unfavourable school and home environments the pupil will demonstrate many of the behaviours (below) which may be ameliorated given appropriate structures and a language aware environment**
- severe difficulties in following instructions, classroom/setting routines and in maintaining attention to task, which make it impossible for child/young persons to participate in most ordinary classroom/setting activities without a high level of support and structure
- highly atypical behaviour, such as obsessive, challenging and/or withdrawn behaviours, some severe, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and substantial evidence of distress or emotional disturbance without obvious cause
- highly inappropriate social behaviour leading to rejection by peers and social isolation
- mixed profile of attainment (some below the expected range below)

**OR**

A specific language impairment (specific speech and/or language disorder) as opposed to a language delay. The child/young person will have long-term severe speech and language difficulties that cause substantial and extensive barriers to learning. The pupil will present with many of the following:

- measurable speech and language behaviours which are long term and significantly below those of peers
- speech production that severely limits participation in classroom/setting activities
- extensive difficulties in meeting the language demands of ordinary learning difficulties
- severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties
- a high level of frustration caused by the inability to participate in the classroom/setting or interact with peers

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
ASD/ Speech & Language	Normal/ Above normal	L3 - 5	L5 - 7	5+ GCSE A – C

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

The pupil will live within the district or one of the adjacent districts and the journey time complies with County Transport Policy

**RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT**

DISTRICT	PRIMARY/ SECONDARY
All Districts	Laleham Gap

## ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH SEVERE COMMUNICATION AND INTERACTION NEEDS AND LEARNING DIFFICULTIES

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources

In considering the parental request for placement within a maintained special school for pupils with severe communication and interaction needs and learning difficulties the Local Authority must have regard to the following admission criteria.

Children with severe communication and/or interaction needs associated with combination of autism and learning difficulty will present with many of the following:

- A diagnosis of autistic spectrum disorder or pervasive developmental disorder
- A learning difficulty
- Severe impairment in reciprocal social interaction and in communication
- Restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities A specific interest in non-functional elements of objects (such as their smell or feel); and there may be a resistance to changes in routine or in details of the personal environment (such as the movement of ornaments or furniture in the family home)
- In addition to these specific diagnostic features, the pupil may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances, temper tantrums, and aggression. Self-injury (e.g. by wrist biting) may also be evident.

Or

A specific language impairment (specific speech and/or language disorder) as opposed to a language delay. The child/young person will have long-term severe speech and language difficulties that cause substantial and extensive barriers to learning. The pupil will present with many of the following:

- measurable speech and language behaviours which are long term and significantly below those of peers
- speech production that severely limits participation in classroom/setting activities
- extensive difficulties in meeting the language demands of ordinary learning difficulties
- severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties
- a high level of frustration caused by the inability to participate in the classroom/setting or interact with peers

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
Autism & LD	N/BN/WBN	L1 – 4	L2 – 5	1+GCSE and/or CoEA – 5+GCSE A-G

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate

The pupil will live within the district or one of the adjacent districts and the journey time complies with County Transport Policy

### RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT

DISTRICT	PRIMARY	SECONDARY		DISTRICT	PRIMARY	SECONDARY
Ashford	Wyvern	Grange Park Foxwood/Highview		Sevenoaks	Milestone/ Broomhill Bank	Grange Park Broomhill Bank
Canterbury	St Nicholas	LalehamGap		Shepway	Foxwood/Highview	Foxwood/Highview
Dartford	Milestone	Grange Park		Swale	Meadowfield	LalehamGap Grange Park
Dover	Aspen I	Aspen II LalehamGap		Thanet	Foreland	LalehamGap
Gravesham	Ifield	Grange Park		Tonbridge & Malling	Broomhill Bank	Grange Park Broomhill Bank
Maidstone	Five Acre Wood	Grange Park Foxwood/Highview		Tunbridge Wells	Broomhill Bank	Grange Park Broomhill Bank

All pupils may remain at the PSC school beyond KS2 if parents wish. The secondary schools listed offer specialist provision for communication and interaction (speech and language disorders and autistic spectrum disorders). Foxwood/Highview, Broomhill Bank and LalehamGap are Centres of Excellence and will provide both support, and flexible in-school teaching facilities to pupils enrolled in mainstream provision who meet the admission criteria.

**ADMISSION CRITERIA TO A SPECIAL SCHOOL FOR PUPILS WITH PHYSICAL, SENSORY & MEDICAL NEEDS**

The parents decide they want non-mainstream education (i.e. place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted.

Parents express a preference for a particular maintained special school to be named in their child's statement

Schedule 27 of the Education Act 1996 requires the LEA to comply with parental preference unless:

- the school is unsuitable to the child's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other children with whom the child would be educated
- the placement would be incompatible with the efficient use of resources

In considering the parental request for placement within a maintained special school for pupils with physical, sensory and medical needs the Local Authority must have regard to the following admission criteria.

In addition to the primary need of physical disability and/or complex medical needs the pupil will have one or more of the following needs:

- Learning difficulty
- visual or hearing impairment
- social and emotional and resulting behavioural needs
- communication need

Children with physical disability and medical needs will require intensive daily health care inputs and therapies. Additionally children will have become vulnerable/isolated in mainstream settings and/or learning and social opportunities have adversely affected progress and development

- Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
PD & Medical	WBN/BN/A/AN	P - L5	P - L7	P - 1+GCSE and/or CoEA - 5+GCSE A-C

Wherever possible pupils will be given opportunities to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning, social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate

For day pupils: The pupil will live within the district or one of the adjacent districts and the journey time complies with County Transport Policy

**RANGE OF SPECIAL SCHOOLS AVAILABLE TO PUPILS IN EACH DISTRICT**

DISTRICT	PRIMARY/ SECONDARY
All Districts	Valence

