

Stepping Stones School Policy

At Stepping Stones we believe in providing students with a caring, fun environment where they can truly benefit from a bespoke curriculum, technologically innovative teaching practices and the chance to grow and develop into confident, independent young men and women.

Policy Title	Admissions Policy
First Published	May 2004
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Next Review by Date	January 2022
Reviewed By	Headteacher
Approved By	
For publication on website	Yes / No

Rationale

To outline the admission criteria and application process for entry to the school.

The school has established itself as a leading provider of education, therapy, care and support for young people with mild to moderate learning disabilities including: hemiplegia, physical, medical, anxiety disorders and autistic spectrum difficulties.

Admission Criteria

We provide for the educational, emotional and social needs of children and young people, aged between 7 and 19 years, who experience problems with their learning. These are usually compounded by a physical, medical, language or communication difficulty which may cause them to become socially isolated or vulnerable in a mainstream setting.

The school will consider for admission students who have needs that include some or all of the following:

- Children and young people who have specific learning difficulties and disabilities compounded by additional medical, physical or sensory needs, including dyspraxia.
- Children and young people who have moderate learning, speech, language and communication difficulties which impact on their educational and social progress.
- Children who are diagnosed as having high functioning ASD where they have the potential to participate in and access a group approach.
- Children who have a history of underachievement in school evidenced by the involvement of agencies within health, education or social services.
- Children and young people with complex learning difficulties who experience distress, socially and emotionally, in a mainstream school setting
- (* Children in KS2 or older, either boys or girls who have the potential to work above level 2 in English and maths.)
- Children and young people who have a Educational Health Care Plan or are currently undergoing a statutory assessment of their needs or have an education, health and care plan.

At Stepping Stones, in partnership with families, we strive to ensure that the needs of our children are fully met. In particular, we want our children to feel well supported, to be challenged to succeed and are therefore to be happy, with the result that progress is made and that attainment is high.

Application

Applications for admission to the school should be made to the Executive Headteacher who will arrange an informal visit to the school, followed by an assessment process led by the Admission lead over three days. We always want to help if we can and welcome enquiries from families and local authorities to discuss the needs of the children

If the school is oversubscribed, students interested in joining, and who have been accepted as suitable following assessment, will be placed on a waiting list.

Funding

Students at Stepping Stones are funded through three different streams:

- **Local Authorities:** We work closely with the Local Authorities to engage them in the funding of our pupils. Where, working together, we are successful in naming Stepping Stones through the statementing and EHC process, your Local Authority will fund the place for your son or daughter.
- **Private funding by parents:** Parents may pay the school directly for the costs associated with placing their child here until such time they secure a full EHCP; these costs will vary according to the specific needs of the child and a financial contract between the family and school will be drawn up.

Admission Criteria - School

Physical and Sensory	Social	Emotional & Mental Health
We <u>can</u> educate and support Young People with the following needs		
<p>Mild CP Hemiplegia Fragile X Other chromosomal conditions MPS</p> <p>Students that require support to develop :</p> <ul style="list-style-type: none"> • Sensory Motor Skills • Functional Skills • Sensory Skills • Perceptual Skills • Pain Management • Motor skills /Fine and Gross 	<p>Students with language and communication needs:</p> <ul style="list-style-type: none"> • Difficulties in communicating with peers, leading to social isolation. • Elevated levels of anxiety that impact of access to learning and social contexts • Delayed processing skills • Mild ASD/Asperger's (high functioning) 	<p>Foetal Alcohol Syndrome PANDAS</p> <p>Students with mild to moderate levels of :</p> <ul style="list-style-type: none"> • Anxiety • Attachment Disorder • OCD • PTSD • School phobia • ADHD
We are <u>unable</u> to educate and support Young People with the following needs		
<p>Complex Physical and sensory needs.</p> <p>Complex alternative feed regimes.</p>	<p>Complex ASD</p> <p>Students working below NC 1 at entry (year 5 or above).</p> <p>Students that require Physical intervention in line with behavioural needs</p> <p>Students whose behaviour is going to significantly impact on the school community.</p>	<p>Severe levels of the above</p> <p>Schizophrenia</p> <p>Psychotic episodes /</p> <p>Psychosis</p> <p>Severe personality disorder</p>

Admission Criteria – Post 16

Students must have previously achieved a minimum of Entry Level L1 in Maths and English. Students must be aged between 16 and 19 at the start of the Post 16 provision.

Physical and Sensory	Social	Emotional and Mental Health
We can educate and support Post 16 Learners with the following needs		
<p>Mild CP Hemiplegia Fragile X Other chromosomal conditions MPS Students that require support to develop :</p> <ul style="list-style-type: none"> • Sensory Motor Skills • Functional Skills • Sensory Skills • Perceptual Skills • Pain Management • Motor skills /Fine and Gross 	<p>Students with language and communication needs:</p> <ul style="list-style-type: none"> • Difficulties in communicating with peers, leading to social isolation. • Elevated levels of anxiety that impact of access to learning and social contexts • Delayed processing skills • Mild ASD / Asperger’s (high functioning). 	<p>Foetal Alcohol Syndrome PANDAS Students with mild to moderate levels of :</p> <ul style="list-style-type: none"> • Anxiety • Attachment Disorder • OCD • PTSD • School phobia • ADHD
We are unable to educate and support Post 16 Learners with the following needs		
<p>Complex Physical and sensory needs. Complex alternative feed regimes.</p>	<p>Complex ASD Students whose behaviour is going to significantly impact on the Post 16 community.</p>	<p>Severe levels of the above Schizophrenia Psychotic episodes / Psychosis Severe personality disorder</p>