



Ysgol Cambrian Admissions Policy

Initiated by:	SLT
Approved by:	Governors/SLT
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Signed: Bob Harris Chair of Governors

Signed:  Executive Headteacher

Admissions Policy

Please note - where this document states the term "parent" it refers to any such person(s) or body that has legal responsibility.

INTRODUCTION

Ysgol Cambrian is an additional learning needs school for pupils with complex and/or physical difficulties for pupils aged 3 – 19. The school operates within a defined catchment area, as published by Rhondda Cynon Taf County Borough Council. In exceptional circumstances, the Local Authority may allocate a place to a pupil residing outside the designated catchment area. Such placements are authorised only where justified and are determined by the Local Authority on an individual, case-by-case basis.

CRITERIA FOR ENTRY

To be eligible for consideration for admission, pupils must have— or be in the process of being issued— an Individual Development Plan (IDP) that identifies their complex needs, including:

1. Severe Learning Difficulties
2. Profound Learning Difficulties
3. Severe Learning Difficulties with Additional Needs
4. Autistic Spectrum Disorders with Severe Learning Difficulties

Pupils will have significantly lower educational development across all Curriculum areas than is generally expected for pupils of the same age.

Pupils will also have additional barriers to learning within the mainstream school environment such as:

- Communication and interaction difficulties
- Behavioural, emotional and social difficulties
- Sensory, physical and medical difficulties

1. Severe Learning Difficulties

Pupils who present with marked limitations in learning across all areas of development. Pupils may present with diagnosed medical conditions/syndromes associated with severe learning difficulties and may have additional physical and/or sensory impairments.

2. Profound Learning Difficulties

Pupils may present with severe developmental delay such that they are expected to remain within the earliest stages of development (approximately 0–24 months) throughout their school career. These pupils will be at the earliest stages of developing communication, with a primary need to establish Alternative and/or Augmentative Communication systems to support their ability to engage and reach their potential.

Alongside significant cognitive and communication difficulties, pupils will typically present with multiple and complex needs, which may include sensory and/or physical impairments. They may remain at the earliest stages of mobility development and require ongoing physiotherapy input. Pupils will also demonstrate severely limited understanding of their interaction with the environment, including reduced ability to anticipate, interpret, or understand actions and events.

3. Severe Learning Difficulties with Additional Needs

Pupils may present with moderately low attainment across a range of curriculum areas and are likely to experience significant difficulty accessing learning within a mainstream setting, where class size and the pace of delivery would adversely affect their progress. These pupils may also exhibit behavioural or social difficulties that impact their ability to concentrate and engage without a highly differentiated curriculum. In some cases, their learning needs may be further compounded by sensory impairments, including difficulties relating to vision and/or hearing.

4. Autistic Spectrum Disorders (ASD) with Severe Learning Difficulties

Pupils who present with ASD will attend classes alongside their peers. They may have enhanced opportunities to participate in therapies and with Speech Language and Communication Teams.

ADMISSION PROCEDURES

- Referrals for admission for the children approaching their 2nd birthday might be made through the Educational Psychology Service. Children identified early as having additional learning needs (ALN) are encouraged to meet with SLT from the school with their parents. The Additional Learning Needs Schools' Admission Panel will then consider the application for admission.
- Referrals for admission to Ysgol Cambrian will arise from a pupil not meeting expected milestones, their IDP and the views of professionals working with the child or young persons. Recommendations agreed by the LA with their current educational placement will be exhausted prior to the referral to the Additional Learning Needs Schools' Admission Panel.
- Admissions will be coordinated by the Local Authority, Educational Psychologist and the Executive Head Teacher. Parents will have been consulted throughout the process. They have the right to appeal to the Education Tribunal if they disagree with the proposal made by the Local Authority.
- Ysgol Cambrian prefers to admit pupils in September at the start of the academic year if possible. Individual consideration will always be given to pupils moving to the locality who have been attending similar specialist provision in other authorities, subject to a place being available and the admission criteria being met. Some Foundation age children may also be offered a place (if available) in the term following their 3rd birthday.
- At Ysgol Cambrian, prior to the pupil starting school, an admissions meeting and bespoke transition plan [including a Healthcare plan] are completed. The Admissions meetings are co-ordinated by the Head of School.
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EXIT CRITERIA

- For some pupils, Ysgol Cambrian may be a transitory admission for a period when they may be experiencing particular difficulties. The Executive Headteacher and the Educational Psychology Service monitor the progress of each pupil through the annual Person-Centred Capture meeting (PCP).
- At the Person-Centred Capture meeting (PCP), parents and other professionals working with the pupil have an opportunity to meet together and discuss the targets outlined in the pupil's Individual Development Plan (IDP). Where further objectives are set for the coming year, the pupil will remain at Ysgol Cambrian. Where the targets are met and the progress has been measured, the parents will be advised that the pupil could move back into the mainstream setting. The Educational Psychologist will then re-assess the pupil and consider alternative educational provision. Staff at Ysgol Cambrian may then be involved in the transition process between the two establishments.
- At 14 years of age, each pupil will enter the Transition period of their education. During the Transition process professionals representing Social Services and the Careers Service will meet together at the Person-Centred Capture meeting (PCP) to plan the transition between school and Adult Services/Local Colleges/Specialist colleges or other placements.

EQUAL OPPORTUNITIES

The staff at Ysgol Cambrian ensure that pupils have similar experiences to those of their peers in mainstream schools.