



**Stony Dean School**  
*Working to Inspire*

# Admission Entry and Exit Policy

Approved by	Head Teacher
Last Reviewed	01/09/2024
Next review	01/09/2026



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## STONY DEAN SCHOOL

### *Specialist SEN College for Communication and Interaction*

#### **Criteria for Admission to and Exit from Stony Dean School**

Our admissions are determined by the Local Authority and pupils are admitted to the school via the Special Schools Admissions Panel process. For information about the process and procedure, please look at Buckinghamshire Council Admissions (<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=lypVjro44uw>)

Many children and young people have difficulties that fit clearly **into one of these areas**; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

#### **Provision**

As a Specialist SEN College, Stony Dean School meets the needs of pupils as identified within the DfE and SSAT criteria for Communication and Interaction alongside moderate learning needs.

- ✓ Stony Dean School currently caters for boys and girls from the age of 11 to 19 ( Current Population of girls 1)
- ✓ With an Education Health and Care Plan
- ✓ For whom this is the nearest appropriate secondary special school
- ✓ who are likely will have to have communication and interaction needs identified on their Education Health and Care Plan

The Communication and Interaction needs range from language delays, impairment and disorders (SLCN), specific learning difficulties (SpLD) moderate learning difficulties (MLD) and those with needs on the autistic spectrum (ASD or ASC). A significant number of all/most pupils admitted to the school will have some requirement for Speech and Language Therapy.

A small number may require Occupational Therapy intervention, support with Visual or Hearing Impairment and/or sensory impairment. Most pupils have difficulty understanding or using language which affects their learning and confidence.

Many pupils have other difficulties such as writing or organising themselves or their learning. Some pupils may show a more variable range of ability across areas of the curriculum but the level and/or complexity of their needs impacts on their overall level of attainment or functioning in school.



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Some pupils have medical conditions or physical limitations. Our building and grounds create significant challenges for non-ambulant pupils, and individual adaptations have to be considered by the Local Authority with regard to costings in each case. Pupils have a history of speech and language difficulties with a significant number having complex and severe speech, language and communication difficulties.

These needs are assessed by a multi-disciplinary assessment process using a range of standardised tests including the Clinical Evaluation of Language Fundamentals.

These needs are assessed during the admissions process and will be based on:

- presenting needs and provision in the individual Education, Health and Care Plan.
- Descriptors within the Local Authority Banding Process, with most pupils being within A2/A3/B2/B3 bandings

Pupils with Autistic Spectrum Disorder/ Conditions will represent about 45% of the pupil population

## **Entry Criteria:**

A pupil is eligible to be offered a place if they meet the following criteria.

1. The pupil has an Education Health and Care Plan
2. The pupil is aged 11 – 19 years old
3. The pupil is likely to have a diagnosis of a communication and interaction disorder as a primary area of need on their statement of SEN in their Education, Health and Care Plan. Any diagnosis must be the result of a multi-professional assessment. (Where there is not a clear diagnosis, there should be evidence of specific difficulties in understanding and using language, communication and/or interaction
4. or significant difficulties in articulation/phonology forming a barrier to learning as assessed by Moderate Learning Needs as identified by an Educational Psychologist
5. The pupil can attend, engage and interact with independence or a low level of discreet support that enables them to manage the 10 transitions per day between classrooms, teaching and support staff and work in a small group of between 8 and 10 pupils.

Most students will have access to English, Maths, Science, ICT, Learning for Life (PSHCE), Humanities, Art, D&T Resistant material and D&T Food technology, RE, PE, Work Related Learning and a Social Communication Programme delivered in therapy groups in KS3 as part of the timetable. Students have access to Entry level and Level 1 qualifications. English and Maths offer Level 2 qualifications but only where the whole cohort has been identified as this being an appropriate pathway.

Teaching and learning is within class groups generally, but some areas stream by ability. The class teacher is responsible for the delivery of all curriculum content that is appropriate for that class. Most classes have a 5 lesson per day timetable. A small number of classes follow a 3 lesson per day timetable and a curriculum that is topic based with a life skills focus. Staffing consists of 1 teacher and 1 LSA for each subject specific lesson. Buckinghamshire Council are



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responsible for the admission process. Any new applications to the school will need consultations sent to the school before they go through the panel process to decide the best placement for that child.

<https://www.buckinghamshire.gov.uk/schools-and-learning/schools-index/school-admissions/>

## **Exit Criteria:**

The entry / exit criteria in this document will be considered at each annual review of the child's Education Health and Care Plan, or at an interim review of placement.

*A child will be considered for placement in a mainstream school when one or more of the following factors are evident:*

- ✓ The child's special educational needs are no longer a barrier to accessing the curriculum of a mainstream setting.
- ✓ The child no longer requires an EHC Plan
- ✓ There is evidence from professionals across the agencies involved that the child will benefit from a placement in a mainstream school
- ✓ That there is a Social Emotional Mental Health Need in a pupil that the school is unable to meet its needs or it is putting the safety of other students at risk

*A child will be considered for placement in an alternative specialist provision when one or more of the following factors are evident*

The child's special educational needs have changed to the extent that the provision is no longer able to meet their needs and he/she requires the specialist skills/facilities/resources available within an alternative specialist placement. Buckinghamshire SEN admissions process for changing school in-year.

A child will be considered not suitable for placement if there has been deterioration of their health to the extent that they are required to be in a full-time health based environment, for example, hospital, hospice, full-time nursing care at home. Consideration should be given to the compatibility with the efficient education of other children and effective use of resources available. For this reason a student may be considered no longer appropriately placed when the points above do not apply.

The admitting authority for special schools is Buckinghamshire Local Authority and requests for placement at Stony Dean School will be considered by the provision panel.

If the panel considers that the child meets the criteria for placement within a special school, consultation will take place with the nearest appropriate provision to the home address that has an available space. Should parents state a preference for a school which is not the nearest appropriate school, parents will be responsible for the home to school transport if a space is allocated at their preferred school.

The school being consulted will respond directly to the Local Authority indicating if they feel that they can meet the pupil's needs as per schedule 27.

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



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- 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 consideration of a parental request for a placement the Local Authority must consider the entry criteria detailed above.

## **Review**

These entry / exit criteria will be reviewed frequently