

**Pinner Wood School**



**Additionally Resourced Mainstream School**

**Admissions Guidance**

**Specialist provision for pupils with a Moderate Learning Difficulty**

Pinner Wood School,

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[www.pinnerwood.harrow.sch.co.uk](http://www.pinnerwood.harrow.sch.co.uk)

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### **Introduction**

The vast majority of pupils with an education health and care plan (EHC Plan) statement or statement of Special Educational Needs (SEN) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Pinner Wood School is for pupils do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with moderate learning difficulties and/or autistic spectrum disorder (ASD).

### **Description of resourced provision**

Pinner Wood School School has an additionally resourced provision, called '**The Acorns Centre**' funded by London Borough of Harrow for pupils with moderate learning difficulties who have an Education, Health and Care Plan (EHCP).

The Acorn Centre has two small classrooms, a sensory/soft play room and an additional space for lunchtimes, booster sessions and therapies. It offers highly specialised teaching in Maths and English, with pupils supported in mainstream classes alongside their peers for some other areas of the curriculum, in accordance with each individual child's needs.

A full description of the schools provision for pupils with SEN will be outlined in the school's SEND Inclusion Policy which is on the schools website, [www.pinnerwood.harrow.sch.co.uk](http://www.pinnerwood.harrow.sch.co.uk)

### **The purpose of the resourced provision**

The aims of the provision will be to offer inclusive mainstream education and social opportunities, alongside access to specialist intervention from teaching staff and in-class support. Pupils will be enabled to make good progress in their learning, communication and social skills.

Pupils attending the resourced provision will:

- receive special educational support they require from appropriately qualified staff
- be provided with any additional services from partner agencies, where required

### **Admissions criteria**

- The pupil has an EHC Plan which indicates learning as a primary need. (For pupils undergoing statutory assessment, an assessment placement might be appropriate in exceptional circumstances)
- The pupil requires access to an appropriately differentiated, broad and balanced curriculum and should exhibit a level of 'vulnerability' requiring an educational environment offering a high level of social and emotional support
- The pupil is working between the 0.1<sup>st</sup> and the 2<sup>nd</sup> centile on the General Cognitive Ability band; or working at the 0-3 years range according to Development Matters in the EYFS at EKS1; or working within age related expectations (ARE) for Year 1 pupils in years 3 and 4; or within age range equivalent (ARE) for Year 2 pupils at years 5 and 6
- Pupils working below the 0.1<sup>st</sup> centile are deemed to have severe learning difficulties; pupils with an uneven centile or attainment profile showing a deficit in reading and writing may have a specific learning difficulty, not a moderate learning difficulty (MLD). Such pupils would not be considered appropriate for the resource
- The characteristics of a pupils accessing a resource for pupils with MLD may include:
  - significant and prolonged difficulties in acquiring basic literacy and numeracy skills and in understanding concepts, despite appropriate interventions
  - associated speech and language delay
  - low self-esteem
  - low levels of concentration
  - communication and interaction difficulties
  - physical difficulties
- The pupil is likely to require specialist support and the availability of a specialist facility (e.g. small group or sensory room) to spend periods of time outside the mainstream classroom, over and above that normally available in a mainstream school without an additional resource for pupils with a MLD
- The pupil has the potential to manage the elements of an academic and social environment of a mainstream school with skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers
- The pupil may have other needs alongside MLD including a diagnosis of ASD.

### **Admissions Process**

- Refer to Appendix A - flow chart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs
- All pupils placed in the resource will be subject to an EHC Plan

- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan in line with SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. The local authority will have regard to the number and profile/balance of needs within the resourced provision
- The expectation is that a pupil will be admitted into the correct year group for his or her age
- For out of borough pupils their responsible local authority must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email: [senassessment.reviewservice@harrow.gov.uk](mailto:senassessment.reviewservice@harrow.gov.uk)) as the provision is a partnership agreement between the local authority and the school
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

### **Financial Arrangements**

Funding is on a place plus basis whereby each place in the resource receives annual funding of £10,000. In addition each pupil attracts top up funding (Element 3). The school budget pack shows the place funding for £10,000 per place plus Element 3 funding based on the number of commissioned places. The full Element 3 funding will be allocated at the start of the financial year. Numbers commissioned will vary but will be within an agreed range.

At the end of each term, the Element 3 funding will be adjusted to reflect movements in pupil numbers and funding will be clawed back for any unfilled place. Element 3 funding will be based on real time.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates. If an out of borough pupil leaves a place midterm, the remaining days will not be funded unless another pupil fills that place.

The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

### **Review, Monitoring and Evaluation**

#### **School**

The Head teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

#### **Pupil**

Successful outcomes for pupils will include clear progress in their learning and development. Pupil progress will be measured through the statutory annual review process for pupils with an EHC Plan or statement of SEN.

### **Guidance for transfer out of the provision to another mainstream school**

Recommendations for a pupil moving from an additional resource to another mainstream school may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- the pupil has made measurable progress in his/her areas of identified needs to meet his/her outcomes
- there is a noticeable improvement in the pupil's ability to participate in the mainstream curriculum, with reduced levels of support, and to manage the social demands of the school environment
- there is evidence of progress in various contexts, including less structured settings.

### **Guidance for transfer out of the provision to a different specialist provision**

Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment
- limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities
- there is evidence that the pupil's social and emotional wellbeing is becoming adversely affected
- the views of parent/carers, school staff, relevant professionals, and the pupil will be taken into account
- following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether or not transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

## ARMS REFERRAL PROCESS (QUICK GUIDE)



