The Bridge Centre @ Shadsworth Infant School

SEN Unit Admissions Criteria 2024

Learning, Sharing & Caring

Our Aims & Ethos

We are a happy, friendly, busy school with children who love to be here! Learning, Sharing & Caring are our core values and can be seen in everything we do.

Shadsworth Infant School is committed to providing the highest standard of teaching and learning plus the all-round development of every child. Each child achieves the best outcomes with high expectations and a desire for success.

We build confident, resilient children who love to come to school.

Through working together with parents, families, governors, staff and children we support each other every day with enough challenge to be the best we can be. We go the extra mile everyday to give the best possible life chance to our children.

Admission arrangements for The Bridge Centre @ Shadsworth

The Governing Body are responsible for the admissions policy. The 2014 Children and Families Act places a duty on Local Authorities to arrange for the special educational provision which students with Education, Health and Care Plans (EHCPs) need.

The Bridge Centre is a SEN Unit based on the site of Shadsworth Infant School. The Bridge Centre caters for pupils experiencing mostly Social, Emotional and Mental Health Needs and can offer places for up to 10 children across two classes. Children based in the SEN Unit are in the academic years Reception -6 but are unable to access the National Curriculum at age related expectations.

The Bridge Centre is committed to providing equality of opportunities for all children, irrespective of race, culture or gender. Blackburn with Darwen Local Authority (LA) is the admissions authority therefore all requests for places are determined and made by the LA.

Admission will be made on the basis of a clear identification of the need of the child and the school's ability to provide an environment and curriculum appropriate to meeting these needs. Where appropriate, the school will endeavour to provide opportunities for children to access a link class in mainstream for some elements of the curriculum.

Request for a place

The referral route is through Blackburn with Darwen LA.
Requests for places may be made where the LA identifies that specialist provision is needed in the following circumstances:

- Following a Statutory Assessment or as a provision within an EHCP – where the evidence provided from the professionals involved clearly indicate specialist provision
- Following an Annual Review – where it is clear that the needs of the child have changed since the original EHCP was issued or last reviewed. The review would include input and reports from an educational psychologist and advisory teachers to evidence this change. The school must also demonstrate that they have done everything practicable to meet the child's needs
- On arrival into the LA having previously attended a specialist provision.
- On arrival from another country with little information, but physically displaying needs identified in our admissions criteria
- In exceptional circumstances e.g. sudden trauma

Without Prejudice Visits (WPV)

'Without prejudice' visits are always arranged by the Local Authority in discussion with the school, usually after a review where there has been a consensus that a child would have their needs more appropriately met in a specialist setting. The 'without prejudice' label means that parents are not seeking a placement and that school is not offering one. The purpose of the visit is largely to allow parents to form an impression of the school and its facilities. Parents will be shown around all of the school and have the opportunity to see lessons in progress. The Local Authority recommends that parents initially visit the school without their child, as the placement is not confirmed at this early stage.

Education, Health and Care Plan

All children will have an Education, Health and Care Plan (EHCP) or in exceptional circumstances be under assessment for an Education, Health and Care Plan by the LA. The LA will also have determined that the child's needs cannot be met in a mainstream school which will be stated on the EHCP.

Admission Procedures

Following the LA decision to request a place, Shadsworth Governing Body will consider the appropriateness of a placement which will include careful consideration of the child's assessed individual needs and whether these can be met within the Unit. The school would also consider whether the placement would be compatible with the provision of efficient education of others.

The school will consider the above against the two criteria from Sections 33 and 39 of the Children and Families Act 2014. Whether:

• it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or

• the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources (SEND Code of Practice 2015 para 9.79)

The school will then provide a written response to the LA either offering a place or not. If the Unit is unable to offer a place it will provide the LA with full details as to why not and these comments may be shared with parents.

The LA will consider the school's comments very carefully before deciding whether to allocate a place and name it in the child or young person's EHC plan.

If the school is unable to offer a place and the LA agrees that this is the case, then the LA will inform the parent and a letter will be issued informing parents of their right to appeal. If a place is offered the LA will write to parents to inform them of this along with the start date. The Bridge Centre will then liaise with the child's family and current school (if applicable) to make the necessary arrangements for starting school.

Where possible; unless extreme exceptional circumstances (trauma/new into the country) and it is compatible with the above, children take up their place at the beginning of the Autumn term, Spring term or Summer term.

Transition

It is important that the Head Teacher, SENDCo and class teacher meets the student and parents before admission. Wherever possible, they will contact or visit the child's educational provider e.g. school or home tutor and the student will be invited to attend for transition days if appropriate. Examples of strategies we deploy to support transition are photos of staff, a pupil visit to school prior to starting, home visits. These are decided on an individual case basis.

Produced May 2024

Reviewed Annually for September intakes