



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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**ADMISSION POLICY for  
STUDENTS WITH EXCEPTIONAL NEEDS**

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Date reviewed: February 2017  
Next review: February 2018

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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## **VISION STATEMENT**

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

## **1 INTRODUCTION AND RATIONALE**

At Baskerville School, students with exceptional needs are identified as students who may require or previously required an education out of authority due to their extreme educational needs. They are students with a diagnosis of Autism Spectrum Condition, with additional multiple and complex difficulties including developmental delay. They display a complexity of difficulties which present as barriers to communication, and learning and may also include difficulties in sensory processing.

The resource offers the individual a bespoke approach to their needs which has been carefully considered, along with an appropriate staffing structure.

## **2 ENTRY REQUIREMENTS FOR A PLACE IN THE EXCEPTIONAL NEEDS DEPARTMENT**

- A Statement of Special Educational Needs or an Education, Health and Care Plan must be in place
- Evidence that education and provision would not be appropriate in other specialist settings
- Student must be between Years 7 and 12
- Referral by SENAR only (from a named exceptional needs SENAR contact)
- The individual young person's needs must be compatible with any existing class members\*

*\*For this reason we envisage students with significant medical needs, complex mental health needs or daily episodes of aggressive or violent behaviour would be*

*hard to place in this department. However these needs would always be fully explored by the Baskerville School Multi-agency admissions panel.*

### **3 ASSESSMENT OF SUITABILITY FOR THE EXCEPTIONAL NEEDS DEPARTMENT**

On receipt of a referral from SENAR, the referral will be discussed at the next admissions panel meeting. This will involve discussion of how well the entry requirements are met by the referral, as well as scrutiny of all paperwork from previous settings. This may involve contacting parent / carers for more information.

### **4 FUNDING**

Exceptional needs funding must be agreed for the duration that the student is on roll at Baskerville School. This has been agreed as additional to the banded funding and is currently approximately £18,000 per student per year. *In order to accept a student into the department the funding must be agreed in writing at the time of acceptance of the referral.*

### **5 ACCEPTANCE OF A REFERRAL TO THE BASKERVILLE SCHOOL EXCEPTIONAL NEEDS DEPARTMENT**

- The Head Teacher will notify SENAR that the Admissions Panel decided that a place in the Exceptional Needs Department is appropriate for the young person.
- Parents and carers will be offered a visit and a tour of the school. Should they accept the school place, preparation for the young person to start his / her bespoke integration programme then begins.
- Appointment and training of new staff (personalised to the new student and generic) once funding is received, and prior to admitting the student to the school.

### **6 ADMISSION PROCEDURE**

On acceptance of a place in the Exceptional Needs Department, a student's place begins with a four to six-week bespoke integration programme.

Prior to the student entering the school, staff will begin a process of gathering information, assessment and building up a relationship with the student and family to prepare them for the student's place in school. In some cases, this will require elements of teaching, for example, establishing a routine or beginning activities to reduce anxiety levels.

This will involve:

- A visit to the student's current educational setting and home to gather information through discussions and observations

- Implementation of any elements of a teaching programme deemed appropriate prior to beginning the full school routine
- Further assessment and planning for a smooth transition to the school site
- Referrals to the Autism Support Team and other professionals: Occupational Therapist, Educational Psychologist, CAMHS etc.

This approach will ensure that appropriate teaching strategies, support and, where necessary, staff training in the Exceptional Needs Department (including any changes to class routine) can be put in place prior to entry.

## **7 INTEGRATION INTO SCHOOL**

Students will have a gradual integration into their class. Time will be increased each day over a 4-week period until they attend full time.

Students will have an individualised timetable. They may be integrated with other groups according to age, ability or need.

All students will have a risk assessment, behaviour management strategy (BMS) and a communication plan devised and overseen by a qualified Speech and Language Therapist.

## **8 INTEGRATION ACROSS THE WHOLE SCHOOL**

Students may at times have access to a curriculum delivered across the whole school. Bespoke timetables will be established once the student's needs and interests have been identified.

Staff from the class will offer guidance and support to other colleagues, which will guide the teaching and management of behaviour.

## **9 SUCCESS CRITERIA**

We need to be able to measure success and monitor the effectiveness of each individual placement. This will be measured in a number of ways and indicators of progress will include:

- Engagement in activities increases, promoting progress
- Length of time or number of lessons which involve integration with other students is increased
- Impulsive and self-stimulating behaviour is reduced
- Parents and carers report they are happy with their child's progress at school
- Number of incidents being logged is reduced.

## **10 MULTI-AGENCY SUPPORT**

We have an established multi-agency team based in school to support the admission and transition process throughout their schooling.