

## **Manor Special School Admissions Policy 2013**

### **Aims**

Manor School seeks to provide a safe, positive, encouraging and friendly atmosphere catering primarily for pupils with moderate to severe learning difficulties and a range of other additional needs such as autism. Manor school fosters a culture that is positive, collaborative and which values and respects every member of its community equally. The school builds positive relationships with parents and encourages their full involvement in their child's education. The school aims to ensure that the pupils have the maximum opportunity to participate fully in society to enhance their life chances. Staff support pupils and help give them the confidence to learn independently. It aims to be a centre of excellence for its pupils, parents/carers, staff, the LA and the wider community.

### **Provision**

Manor School is a 132 place primary special school. The curriculum, resources and teaching approach are differentiated and modified to create learning opportunities which provide the foundation for its pupils to become life-long learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, personal, social and health education (PSHE), citizenship and communication. Core and foundation national curriculum subjects provide breadth of experience and a vehicle for the delivery of essential skills.

The school's approach aims to be holistic and creative to ensure personalised learning. Children are allowed to work at their own pace within clear behaviour boundaries. Staff have time to observe the children they teach, to listen to them and provide them with opportunities to express themselves thereby developing self-image through a sense of achievement.

Children are taught in classes which range from 6 pupils in reception, 6 to 9 pupils at KS1 and six to 10 pupils and above at KS2. Children also have the opportunity to work in small groups. All staff are trained in understanding and meeting the needs of pupils with learning difficulties, autism and other conditions.

The school has three speech and language therapists and an occupational therapist. All the pupils' language and communication needs are met as identified in their statements and the occupational therapist provides guidance on meeting the needs of pupils with sensory difficulties. There is also a portage home visitor who visits families in their home and a welfare officer based in the medical room who is supported by the Primary Care Trust. This support includes regular visits from the paediatrician and from a nurse based at The Village School.

Pupils have the opportunity to swim as part of the curriculum and to develop independent living skills. There are visiting artists, a drumming instructor, sports coaches who work with the children on a regular basis. Trips, outings

and residential for KS2 pupils are organised to develop knowledge and understanding beyond the classroom and enhance learning. The school has its own minibus to facilitate this provision.

Manor School also has access to the Children with Disabilities Team, Brent Parent Partnership and the Child and Adolescent Mental Health Service (CAMHS).

### **Pupil Profile**

The school caters for pupils whose general cognitive ability indicates to professionals that they will require a highly modified and personalised curriculum. Pupils may have moderate to severe learning difficulties and/or a diagnosis on the autism spectrum. They may have additional language and communication difficulties, social difficulties, sensory impairments, medical needs or moderate physical disabilities.

Pupils may need additional support to develop communication and this is done with either PECs, Makaton, high tech devices and various visual cues. They will need programmes of support to develop self-help skills and independence. Some pupils may have challenging behaviour which is likely to be ameliorated by a specialist approach to managing their needs.

Pupils who meet the criteria are likely to be assessed as lying within a range of levels from P-level 2(ii) to National Curriculum level 2A. Progress is assessed regularly and the school has invested in various assessment packages appropriate for SEN pupils. They enable the school to track data and measure each pupil's progress year on year.

### **Admission criteria**

A child is eligible to be offered a special school placement at Manor School if they meet the following criteria:

- The child has a statement of SEN or is currently undergoing a statutory assessment of their needs under the 1996 Education Act.
- The child presents with the aforementioned pupil profile.
- There is evidence from professionals that the child will benefit from access to a highly modified curriculum within a special school environment.
- The child's profile is banded within the 3 – 6 range.
- A place is available.

NB. The school cannot provide for children with physical disabilities as it is currently housed in a three storey building;

In exceptional cases a child who does not fully meet the criteria may be considered for a placement at Manor School. Individual cases will be discussed by the Complex Panel and in such cases the final decision will rest with the Local Authority who will explain the basis for such a decision.