

Essex County Council Schools, Children & Families



Local Authority Protocol for the Management of Admissions to Special Schools in Essex

July 2008

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1. Introduction

This protocol has been drawn up in partnership with maintained special schools within Essex. It sets out the guidance used by the Local Authority (LA) to decide on admission of children to its maintained special schools. The guidance should be read in conjunction with the Special Educational Needs Code of Practice (SENCoP), Essex's Criteria for Making Statutory Assessments and Circular No: 15/99 Maintained Special Schools.

1.1 Naming a Special School in a Statement

In keeping with its general position on inclusive education, the Authority will seek to place a child with a statement in the least restrictive environment compatible with meeting his/her special educational needs. Whilst for the majority of children, this will mean placement in the nearest appropriate mainstream school, the Authority recognises that, for a small percentage of children with complex and severe needs, special schools will have an important role to play in making provision for such pupils.

The placement of a child in a special school normally follows a statutory assessment and the provision of a statement of SEN by the LA. After parents/carers have received the proposed statement for their child they have a right to state a preference for the maintained school – mainstream or special – they wish their child to attend. Parents/carers are informed about available schools and also the support they may receive from Parent Partnership and voluntary organisations, in making a preference about placement.

A special school placement may also be considered following an annual review of a statement or an interim review, for example in the case of a child where needs have changed to the extent that these can be more appropriately met in a special school.

Where the parent/carer indicates a preference for a special school and the LA decides not to name such a school, the reasons will be explained in writing to parents, informing them of their right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST). In such cases the LA will always attempt to mediate with parents and have arrangements in place to support this.

2. Parental preference in determining admissions

2.1 Parental Preference for a Maintained Special School

The LA will name the maintained special school of parental choice providing that:

- the special school is suitable for the child's age, ability and aptitude and the special educational needs set out in Part 2 of the statement;
- the child's attendance would not be incompatible with the efficient education of other children in the special school (any representations made by the governing body having been fully considered);
- a place is, or can be made, available within the special school; and
- the placement is an efficient use of the LA's resources.

Where parental choice for a particular maintained special school cannot be met, and the LA concludes that placement in another type of special school would be inappropriate using the criteria above, it will name that alternative school, normally the nearest to the child's home, following all necessary consultations described in the SENCoP and referred to within this protocol.

2.2 Parental Request to Change Part 4 of the Statement

Parents have the right to request the Local Authority to substitute the name, not type, of a maintained school in an existing statement under Education Act 1996. The Local Authority must comply with the request providing it is made more than 12 months after:

- a similar request;
- the issue of the final Statement;
- the issue of an amendment to the Statement; or
- the conclusion of an appeal to the Special Educational Needs Disability Tribunal (SENDIST) over the provision specified in the Statement

Unless;

- a) the school is unsuitable to the child's age, ability or aptitude or to his/her special educational needs, or
- b) the child's attendance at the school would be incompatible with the provision of efficient education for the children with whom he/she would be educated, or the efficient use of resources.

If after undertaking all necessary consultations, and giving careful consideration, the LA is in agreement with parents, it will amend the statement naming the special school proposed within eight weeks of the request. Where the LA is unable to agree, it will write to parents within eight weeks of the request giving the reasons why Part 4 of the statement will not be amended and explaining their right to appeal to SENDIST and/or to utilise the local mediation services.

3. Consulting Special Schools

The decision whether to name a maintained special school in a statement falls to the LA. Once a maintained special school is named in a statement, governors are under a duty to admit the child.

However, before specifying the name of a maintained special school in a statement the LA will fully consult the governing body of the school, which would normally be expected to respond within 15 working days. The governing body will be given access to the (amended) proposed statement, together with accompanying advice, and may wish to discuss the child's requirements with an appropriate officer. In some instances, consultation may extend to another LA.

Where parents have expressed a preference for a particular school, the LA will name the maintained special school of parental choice providing that:

- the special school is suitable for the child's age, ability and aptitude and the special educational needs set out in Part 2 of the statement;
- the child's attendance would not be incompatible with the efficient education of other children in the special school (any representations made by the governing body having been fully considered);
- a place is, or can be made, available within the special school; and
- the placement is an efficient use of the LA's resources.

When consultation is not as a result of a parental preference for a particular school, the LA will consider any concerns the governing body may have regarding the child's impact on the efficient education of other children at the school and whether the governing body, or the LA, can take reasonable steps to prevent incompatibility.

In all cases, the LA will consider whether the child's primary needs fall within the school's special educational needs categorisation. If, following consultation with the preferred school, the governing body considers that the pupil would not be appropriately placed or there is more than one request for a place, the Local Area Office will urgently meet with the schools concerned to prioritise pupils for admission. Children Looked After will be a priority for admission where they would be appropriately placed in a special school.

The Admissions protocol will be used to assist in determining appropriate school placements. However, the Local Authority will make the final decisions about pupil placements. Responses to consultation by governing bodies should be made in writing to the Local Area Office which makes the initial referral to the special school. When this is not the Local Area Office for the school, that office will be copied into the referral letter.

Decisions about placements, and the reasons they are made, should be clearly recorded to ensure a transparent decision-making process, and conveyed through the referral paperwork to the school.

Where a decision to refer is made at the end of a term then the appropriate Local Area Office will contact the Head teacher(s) personally by telephone to discuss it. Where a referral is not from the Local Area Office for the school, the referring officer will always copy such referrals to the relevant local office.

The LA will not normally name special schools in statements which are already admitting pupils up to the number of funded places. However, there may be very exceptional circumstances where the LA seeks the co-operation of its special schools. For example, SENDIST can instruct the LA to admit over and above the existing number of funded places.

4. Admission of Pupils without Statements

Admission to special schools will normally be reserved for pupils with statements but children without a statement may be admitted in certain exceptional circumstances, as described below. Up-to-date advice from a LA Educational Psychologist and the child's current school will normally be required before any decision is made. Consent will usually only be given by the LA if the school, all relevant professionals and the child's parents, are in agreement.

There are three exceptional reasons why a child without a statement may be admitted to a special school or enhanced provision by the LA:

- an assessment placement, for a specified period, is considered to be the best way forward for the child, for example, following a rapid and serious deterioration in the child's health or behaviour making the current placement untenable or unsafe;
- an emergency or provisional placement is needed when a child arrives in Essex and exhibits learning or physical difficulties of a kind which would normally warrant a statement and admission to a special school; or
- a pre-school child into a New Model or school for children with physical difficulties, where they clearly meet the criteria for admission and the Local Area Office Local Management Team panel has agreed it is appropriate.

Appendix 1: List of all Maintained Special Schools in Essex:

Severe and Complex Difficulties

School	Serving Area	Age	Headteacher	Contact details
The Pioneer NMSS	Basildon	3-19	Mr Steve Horsted	Church Road Basildon Essex SS14 2NQ Tel: 01268 522077 Fax: 01268 533214 Email: admin@moathouse.essex.sch.uk Website: n/a
The Edith Borthwick NMSS	Braintree	3-19	Mr Ian Boatman(Acting)	Fennes Road Church Street Bocking Essex CM7 5LA Tel: 01376 529300 Fax: 01376 529316 Email: admin@edithborthwick.essex.sch.uk Website: www.edithborthwick-spec.essex.sch.uk
Glenwood NMSS	Castle Point/ Rochford	3-19	Mrs Judith Salter	Rushbottom Lane New Thundersley Benfleet Essex SS7 4LW Tel: 01268 792575 Fax: 01268 750907 Email: admin@glenwood.essex.sch.uk Website: n/a
Chelmsford NMSS	Chelmsford	3-19	Mr Malcolm Reeve	Hayward Campus Maltese Road Chelmsford Essex CM1 2PA Tel: 01245 258667 Fax: 01245 347126 Email: admin@hayward.essex.sch.uk Website: n/a

Complex Learning Difficulties

School	Serving Area	Age	Headteacher	Contact details
Castledon CLiP	Basildon	5-16	Ms Carole Clift	Bromfords Drive Wickford Essex SS12 0PW Tel: 01268 761252 Fax: 01268 571861 Email: admin@castledon.essex.sch.uk Website: n/a
Thriftwood CLiP	Braintree/ Chelmsford	5-16	Mrs S Davies	Slades Lane Galleywood Chelmsford Essex CM2 8RW Tel: 01245 266880 Fax: 01245 490691 Email: admin@thriftwood.essex.sch.uk Website: n/a
The Endeavour CLiP	Brentwood	5-16	Mr M Southgate	Hogarth Avenue Brentwood Essex CM15 8BE Tel: 01277 217330 Fax: 01277 225157 Email: admin@endeavour.essex.sch.uk Website: www.endeavour.essex.sch.uk
Market Field	Tendring	5-16	Mr Gary Smith	School Road Colchester Essex CO7 7ET Tel: 01206 825195 Fax: 01206 825234 Email: admin@marketfield.essex.sch.uk Website: n/a
Cedar Hall CLiP	Castle Point/ Rochford	5-16	Mr P Whelan	Hart Road Thundersley Benfleet Essex SS7 3UQ Tel: 01268 774723 Email: admin@cedarhall.essex.sch.uk Website: www.cedarhall.uk.org

Kingswode Hoe CLiP	Colchester	5-16	Mrs E Drake	Sussex Road Colchester Essex CO3 3QJ
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Tel: 01206 576408
Fax: 01206 571477
Email: admin@kingswodehoe.essex.sch.uk
Website: n/a

Physical Difficulties

School	Serving Area	Age	Headteacher	Contact details
Southview PD	All	3-19	Mr Paul Ellis(Acting)	Conrad Road Witham Essex CM8 2TA

Tel: 01376 503505
Fax: 01376 503460
Email: admin@southview.essex.sch.uk
Website: www.southview.essex.sch.uk

Behavioural, Emotional and Social Difficulties

School	Serving Area	Age	Headteacher	Contact details
Wells Park BESD	All	5-11	Mr D Wood	School Lane Lambourne Road Chigwell IG7 6NN

Tel: 0208 502 6442
Fax: 0208 502 6729
Email: admin@wellspark.essex.sch.uk
Website: www.wellsparkschool.org.uk

The Homestead BESD	All	13-18	Mr D Norton (Associate)	School Road Langham Colchester Essex CO4 5PA
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(The LA is currently consulting over the closure of Homestead School)

Tel: 01206 272303
Fax: 01206 272927
Email: admin@homestead.essex.sch.uk
Website: www.homestead.essex.sch.uk

Ramsden Hall
BESD

All

11-16

Mr S Grant

Ramsden Heath
Essex
CM11 1HN

Tel: 01277 624580

Fax: 01277 631373

Email: admin@ramsdenhall.essex.sch.uk

Website: n/a

Appendix 2: Total place numbers for Special Schools in Essex

Key

NMSS **New Model Special School**

CLiP **Community Learning in Partnership**

BESD **Behavioural, Emotional and Social Difficulties**

PD **Physical Difficulties**

NMSS: **Place Number:**

Chelmsford NMSS 240

Edith Borthwick 160

Glenwood 101

Harlow Fields 120

Lexden Springs 81

Oak View 65

Pioneer 130

Shorefields 120

CLiP: **Place Number**

Castledon 120

Cedar Hall 120

Endeavour 84

Kingswode Hoe 108

Market Field 156

Thriftwood 120

BESD: **Place Number**

Ramsden Hall 102

Wells Park 40

PD: **Place Number**

Southview 54

Appendix 3a

LA Admissions guidance for Chelmsford New model Special School (NMSS)

Name of School	Chelmsford School
Designation	New Model
Number of Places	240
Age Range	3-19

Introduction:

Usually to access a place at Chelmsford New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical

condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the Mid Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the Mid Area Office on 01376 555661, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Edith Borthwick New Model Special School (NMSS)

Name of School	Edith Borthwick School
Designation	New Model
Number of Places	160
Age Range	3-19

Introduction:

Usually to access a place at Edith Borthwick New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory

stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the Mid Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the Mid Area Office on 01376 555661, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Glenwood New Model Special School (NMSS)

Name of School	Glenwood School
Designation	New Model
Number of Places	101
Age Range	3-19

Introduction:

Usually to access a place at Glenwood New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils

communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Harlow Fields New Model Special School (NMSS)

Name of School	Harlow Fields School
Designation	New Model
Number of Places	120
Age Range	3-19

Introduction:

Usually to access a place at Harlow Fields New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory

stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the West Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the West Area Office on 01279 772831, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Lexden Springs New Model Special School (NMSS)

Name of School	Lexden Springs School
Designation	New Model
Number of Places	81
Age Range	3-19

Introduction:

Usually to access a place at Lexden Springs New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory

stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the North East Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the North East Area Office on 01206 711134, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Oak View New Model Special School (NMSS)

Name of School	Oak View School
Designation	New Model
Number of Places	65
Age Range	3-19

Introduction:

Usually to access a place at Oak View New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple

language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the West Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the West Area Office on 01279 772831, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Pioneer New Model Special School (NMSS)

Name of School	Pioneer School
Designation	New Model
Number of Places	130
Age Range	3-19

Introduction:

Usually to access a place at Pioneer New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple

language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Shorefields New Model Special School (NMSS)

Name of School	Shorefields School
Designation	New Model
Number of Places	120
Age Range	3-19

Introduction:

Usually to access a place at Shorefields New Model Special School the child/ young person:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe or profound and multiple learning difficulties
- may exhibit one or more additional needs, as follows, making their placement at any of the other Essex provisions problematic:
 - Autism Spectrum Disorder
 - Sensory and/or physical difficulties
 - Emotional and Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with severe learning difficulties (SLD) have significant intellectual or cognitive impairments. This has a major impact on their ability to participate in the school curriculum without support. They may also have mobility and co-ordination difficulties as well as difficulties with communication and perception and the acquisition of self-help skills. Pupils with SLD will require support in all curriculum areas. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range for much of their school careers.

Pupils with Profound and Multiple Learning Difficulties (PMLD) have severe and complex learning needs. In addition to their SLD, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple

language. Their attainments are likely to remain in the early P scale range [P1-4] throughout their school careers.

Priority Admissions Area:

It is recommended that children/young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the North East Area Office. If the school receives a direct referral from another LA, they should notify the Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the North East Area Office on 01206 711134, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The referral will also indicate any other schools that the LA may have also referred to. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions meeting will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if for example:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

Appendix 3b:

LA Admissions guidance for Castledon Community Learning in Partnership Schools (CLiP)

Name of School	Castledon School
Designation	Community Learning in Partnership
Number of Places	120
Age Range	5 - 16

Introduction:

Usually to access a place at Castledon Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Cedar Hall Community Learning in Partnership Schools (CLiP)

Name of School	Cedar Hall School
Designation	Community Learning in Partnership
Number of Places	120
Age Range	5 - 16

Introduction:

Usually to access a place at Cedar Hall Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Endeavour Community Learning in Partnership Schools (CLiP)

Name of School	Endeavour School
Designation	Community Learning in Partnership
Number of Places	84
Age Range	5 - 16

Introduction:

Usually to access a place at Endeavour Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Kingswode Hoe Community learning in Partnership Schools (CLiP)

Name of School	Kingswode Hoe School
Designation	Community Learning in Partnership
Number of Places	108
Age Range	5 - 16

Introduction:

Usually to access a place at Kingswode Hoe Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the North East Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the North East Area Office on 01206 711134, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Market Fields Community learning in Partnership Schools (CLiP)

Name of School	Market Fields School
Designation	Community Learning in Partnership
Number of Places	156
Age Range	5 - 16

Introduction:

Usually to access a place at Market Fields Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the North East Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the North East Area Office on 01206 711134, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-

LA Admissions guidance for Thriftwood Community learning in Partnership Schools (CLiP)

Name of School	Thriftwood School
Designation	Community Learning in Partnership
Number of Places	120
Age Range	5 - 16

Introduction:

Usually to access a place at Thriftwood Community Learning in Partnership School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as complex learning difficulties
- requires access to an appropriately differentiated, broad and balanced curriculum; and
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Autism Spectrum Disorder/ Aspergers Syndrome
 - Sensory and/or physical difficulties
 - Emotional & Social difficulties arising from their learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Complex Learning Difficulties will have attainments significantly below expected levels in most areas of the National curriculum, despite appropriate interventions. They have much greater difficulty than their peers do in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, communication and interaction or physical difficulties.

Priority Admissions Area

It is recommended that children & young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special schools, unless there are exceptional circumstances agreed between the LA and the school.

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the South Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the Mid Area Office on 01376 555661, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
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Appendix 3c:

LA Admissions guidance for Southview School for children & young people with physical difficulties

Name of School	Southview School
Designation	Physical Difficulties
Number of Places	54
Age Range	3 - 19

Introduction:

Usually to access a place at Southview School the child:

- should be in receipt of a Statement of SEN
- have primary area of need specified as severe physical difficulties and associated learning difficulties
- will exhibit one or more additional needs, as follows making their placement at any of the other Essex provisions problematic:-
 - Sensory difficulties
 - Emotional & Social difficulties arising from their physical and learning difficulties
 - Medical Needs
 - Speech and Language difficulties

Description of primary area of needs met by the school

Pupils with Physical difficulties can have a wide range of disabilities and cover the whole ability range. However for pupils where a place is considered at Southview School, the impact on their education may be severe. There are a number of medical conditions associated with physical difficulty which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy. Pupils with physical difficulties may also have associated sensory impairments, neurological problems or learning difficulties.

Priority Admissions Area

The Administrative County of Essex

Visits

In cases where the school is a possible placement for a child/young person, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before the LA has made a recommendation about placement. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred to the SENCAN Area Office local to family address.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If the school feels it is appropriate not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the Authority is aware of why the school considers that the child/young person does not meet the published Admissions Criteria. Similarly, where the school feels that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the Local Authority to the Mid Area Office. If the school receives a direct referral from another LA, they should notify the South Area Office upon receipt, particularly if such a request has been received direct and where it does not appear to have been copied to Essex County Council, given that all such referrals should be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the Mid Area Office on 01376 555661, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk.

Assessment

When a referral is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

Given the number of referrals for places at secondary transfer, a LA/school Admissions Panel will be necessary to assist the decision-making process. However, the final decision about the appropriateness of the placement will be made by LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

Pupils on roll

A child/young person will be referred to the LA via the Annual Review process if:

- The changing needs of the child/young person indicate that alternative provision may be more appropriate.
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Appendix 3d:

LA Admissions guidance for Ramsden Hall Behaviour Emotional & Social Difficulties School (BESD)

Name of School	Ramsden Hall School
Designation	Behavioural, Emotional and Social Difficulties
Number of Places	102
Age Range	11-16

Introduction:

Usually to access a place at a BESD School the child should:

- be in receipt of a Statement of SEN specifying significant behaviour, emotional and social difficulties as the primary area of need;
- will exhibit one or more additional needs as follows
 - Learning difficulties
 - Sensory and/or physical difficulties
 - Medical needs
 - Speech and language communication difficulties

Description of primary area of needs met by the school

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention hyperactivity disorder (ADD/ADHD) are recorded as BESD if additional or different educational arrangements are being made to support them.

Priority Admissions Area:

The Administrative County of Essex

Visits

The school has its own admissions procedure which include formal home and school visits, although parents and carers are welcome to make an initial informal visit to the school to help determine their own decision on referral. The school can describe how they would meet the child/young person's needs but cannot offer a place before the LA has made a referral about placement. If the parents/carers request a place at the school prior to any formal contact by the LA, they should be referred to the SENCAN, County Hall.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If a recommendation is made not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the LA is aware of why the school considers that the child does not meet the published Admissions Criteria. Similarly, where the school makes a recommendation that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the South Area Office on 01268 886318, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk

Applications for places for children/young people who are not Essex residents should be made through the own LA to SENCAN, County Hall. If the school receives a direct request from another LA, they should notify the SENCAN, County Hall upon receipt, particularly where it does not appear to have been copied to Essex County Council, given that all such referrals must be made via Essex County Council.

Assessment

When a request is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of children with new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

A LA /School Admissions Panel will be necessary to assist the decision making process. However, the final decision about the appropriateness of the placement will be made by the LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

A child/young person will be referred to the LA if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
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LA Admissions guidance for Wells Park Behaviour Emotional & Social Difficulties School (BESD)

Name of School	Wells Park School
Designation	Behavioural, Emotional and Social Difficulties
Number of Places	40
Age Range	5-11

Introduction:

Usually to access a place at a BESD School the child should:

- be in receipt of a Statement of SEN specifying significant behaviour, emotional and social difficulties as the primary area of need;
- will exhibit one or more additional needs as follows
 - Learning difficulties
 - Sensory and/or physical difficulties
 - Medical needs
 - Speech and language communication difficulties

Description of primary area of needs met by the school

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention hyperactivity disorder (ADD/ADHD) are recorded as BESD if additional or different educational arrangements are being made to support them.

Priority Admissions Area:

The Administrative County of Essex

Visits

The school has its own admissions procedure which include formal home and school visits, although parents and carers are welcome to make an initial informal visit to the school to help determine their own decision on referral. The school can describe how they would meet the child/young person's needs but cannot offer a place before the LA has made a referral about placement. If the parents/carers request a place at the school prior to any formal contact by the LA, they should be referred to the SENCAN, County Hall.

Referral

When a referral is received from the LA, the school will consider the request and respond in writing within the time limit set by the Authority. If a recommendation is made not to offer a place, the LA must be given the reasons for that recommendation. The reasons should be expressed in terms of the needs of the child/young person and the efficient education of other children/young people already at the school, so that the LA is aware of why the school considers that the child does not meet the published Admissions Criteria. Similarly, where the school makes a recommendation that it can meet the needs of the child/young person referred then it should also confirm that in writing.

Applications for places for children/young people who are not Essex residents should be made through the own LA to SENCAN, County Hall. If the school receives a direct request from another LA, they should notify the SENCAN, County Hall upon receipt, particularly where it does not appear to have been copied to Essex County Council, given that all such referrals must be made via Essex County Council.

Parents and carers will be strongly encouraged to visit the school prior to a decision regarding placement. The Essex Parent Partnership Service can provide support. Further details are available either from the Parent Partnership Officer at the West Area Office on 01279 772831, the helpline on 01245 436036 or email on parentpartnership@essexcc.gov.uk

Assessment

When a request is made, the LA will always attach the Statement of Special Educational Needs, the most recent Annual Review (except in the case of children with new statements) and any appended reports about the child/young person from the professionals involved. The Head teacher will review the referral papers and request any additional reports required, to inform a recommendation.

A LA /School Admissions Panel will be necessary to assist the decision making process. However, the final decision about the appropriateness of the placement will be made by the LA.

Transition

When placement has been agreed, staff from the school will make contact with the child/young person's current placement to arrange a transition programme with exchange of information and reciprocal visits where practical and appropriate.

A child/young person will be referred to the LA if:

- It is considered that he/she has gained in independence and is able to access a differentiated mainstream curriculum
 - The changing needs of the child/young person indicate that alternative provision may be more appropriate.
-