

Elmgrove Primary School



Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for pupils with Physical Disabilities

Elmgrove Primary School

Kenmore Avenue

Harrow, Middlesex, HA3 8LU

Telephone: 020 8909 2992

www.elmgrove.harrow.sch.uk

Headteacher- Mr D Aisthorpe

SENCO- Ms P Aggarwall

Introduction

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

The specialist provision at Elmgrove is for pupils who do not require a place in a special school but would find it difficult to make adequate progress and close their attainment gap without additional support provided through the provision. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with physical disabilities.

Description of resourced provision

Elmgrove Primary School has an additionally resourced provision funded by London Borough of Harrow for pupils with a physical disability who have an EHC Plan or a statement of SEN.

Elmgrove Primary School is a fully accessible school for pupils with physical disabilities. All internal doors have motor-driven opening and closing that are set at a pupil's height. Special facilities include a therapy room, a lift to access upstairs classrooms, fully functional disabled toilets and shower. Access to specialist equipment such as hoists as well as changing facilities, fully accessible play areas.

The school provides adapted play equipment and adapted in class resources. The school has well established teaching assistants that have specific training to support children with physical disabilities.

All staff working with a child with physical disabilities will have the following training:

- lifting and handling
- changing, signing
- training to support differentiation of the curriculum,
- specific therapeutic training working with the OT/SALT/Physio
- epipen training
- evac chair training
- physical intervention training

A description of the school's provision for pupils with SEN will be outlined in the schools SEN Inclusion Policy which is on the schools website:

www.elmgrove.harrow.sch.uk

The purpose of the resourced provision

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

Pupils attending the resourced provision will

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

This is a partnership commissioning agreement between Elmgrove Primary School and the Local Authority SEN Service.

Admissions criteria

All pupils entering the provision will have:

- An EHC Plan or statement of SEN which indicates physical impairment as a primary need
- The pupil is likely to require specialist support and the availability of specialist resources (e.g. small group or therapy room) to enable them to be educated as much as possible inside the mainstream classroom
- An ability to fully access learning in a mainstream classroom. They will also have the potential to manage the elements of an academic and social environment of a mainstream school with the support of skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

Admissions Process

- Refer to Appendix A - flowchart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review (SENARS) Panel based on assessments as part of the statutory process and the above description of needs
- All pupils placed in the resource will be subject to an EHC Plan or statement of SEN
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan or statement of SEN in line with SEN Code of Practice 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision. In the consultation process, the local authority will have due regard to the number and profile/balance of needs within the resourced provision
- The expectation is that a pupil will be admitted into the correct year group for his or her age
- For out of borough pupils, other local authorities must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email: senassessment.reviewservice@harrow.gov.uk), as the provision is a partnership agreement between the local authority and the school
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

Financial Arrangements

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

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

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

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

Review, Monitoring and Evaluation

School

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

Pupil

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

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

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

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

- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

ARMS REFERRAL PROCESS (QUICK GUIDE)



