

Whitmore High School



Additionally Resourced Mainstream School

Admissions Guidance

Specialist provision for students with Physical Disabilities

Whitmore High School

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www.whitmore.harrow.sch.uk

Headteacher- Ms S Hammond

SENCO - Ms M Durham

Introduction

The vast majority of students with an Education Health and Care Plan (EHC Plan) or statement of Special Educational Needs (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 students, 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 Whitmore High School is for students 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 (PD).

Description of resourced provision

Whitmore High School has an additionally resourced provision funded by London Borough of Harrow who have an Educational Health Care Plan (EHC Plan) or statement of SEN and have a physical disability.

A description of the schools provision for students with SEN will be outlined in the schools SEN Inclusion Policy which is on the schools website, <http://www.whitmore.harrow.sch.uk/page/?title=Special+Educational+Needs+SEND&pid=379>

Whitmore School is a fully accessible school for pupils with physical disabilities. Special facilities include :

- a therapy room and visits by therapists on site
- lifts 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 and specialist in class equipment (including IT equipment)
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The school provides adapted equipment and adapted in class resources. Whitmore High School has experienced teaching assistants who have specific training to support students with physical disabilities.

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

- manual handling and personal care as required
- training to support differentiation of the curriculum,
- specific therapeutic training working with the OT/SALT/Physio
- evac chair training

A full description of the schools provision for students with SEN will be outlined in the school's SEN Inclusion Policy which is on the schools website, and can be found at; www.whitmore.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. Students will be enabled to make good progress in their learning, communication and social skills.

Students 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/written on the students EHC Plan/statement

Admissions criteria

All physically impaired pupils entering the provision will have:

- the student has an EHC Plan or statement of SEN which indicates physical impairment as a primary need
- the student is likely to require specialist support and the availability of specialist resources (e.g. small group or therapy room) will enable them to be educated inside the mainstream classroom
- the student has the potential to manage the elements of an academic and social environment of a mainstream school with 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 - flow chart of admissions process
- Admission to the ARMS will be recommended by the local authority through the Assessment and Review Panel based on assessments as part of the statutory process and above description of needs
- All students placed in the resource will have an EHC Plan or statement of SEN
- All relevant information on the student's needs will then be forwarded to the school as part of the formal consultation on the placement of a student with an EHC Plan or statement of SEN in line with SEN Code of Practice
- 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. The local authority will have regard to the number and profile/balance of needs within the resourced provision and mainstream class
- The expectation is that a student will be admitted into the correct year group for his or her age
- The appropriateness of continuation of placement will be monitored through the annual review process
- For out of borough students the responsible authority 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.

Financial Arrangements

Funding is on a place plus basis whereby each place in the resource receives annual funding of £10,000. In addition each student 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. Numbers commissioned will vary but will be within an agreed range.

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

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

Student

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

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 student 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 student's social and emotional wellbeing is becoming adversely affected
- the views of parents/carer, school staff, relevant professionals, and the student will be taken into account
- following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether the 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)



