

# Admissions Policy

## September 2020



## Admission Arrangements

The Admissions procedure for The Bridge Integrated Learning Space has three major elements to do with pupil, school and Local Authority considerations

### a. Pupil Element

- The Integrated Learning Space addresses the needs of a specific group of students, for whom attendance at other special schools, is difficult.
- All pupils have a diagnosis of Autism, with an overlay of complex learning, communication and behaviour profiles which impacts on their ability to access other educational settings.
- They may Present with raised levels of behaviors of concern, which could range from withdrawal, self-harm to difficult physical behaviors of concern.
- The students will often have significant differences in how they engage and interact; and often present with differences in their sensory integration.
- The students require intensive and meaningful pupil centred curriculums delivered to improve functional individual life skills and opportunities with a particular focus on developing emotional regulation and the social communication.
- The students benefit from a setting that provides a high staff ratio to ensure individualized Learning across different settings takes place (home/school/respite).

All students at the Integrated Learning Space:

- Will have an Education Health and Care plan.
- Will have parental/carer engagement with the placement.
- Will have a history of engagement with other services (CAMHS/family support/social care and therapeutic services including, Speech and Language & Occupational Therapy)

### b. School Element

- Students will be 7-19 years;
- The school is funded to cater for 25 places;
- The school has two buildings on one site:

## School

1 Dowrey Street, N1 0HY

For students, aged 7-19 years, *Independent living Space Site* – 1 Dowrey Street, N1 0HY

The provision is co-educational and class groupings are arranged to maximise access to learning. This means that many classes are vertically grouped within and sometimes across key stages.

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## Local Authority Element

- Parents are strongly encouraged to visit the school;
- Every student referred to the school must go through the Special Educational Needs Department of the relevant LA before they can be offered a place at the school;
- Documents relating to the special needs of the student must be considered by the school and a visit from a member of the school team will always take place prior to a school place being agreed;
- All students banding must be agreed at the point of entry by both The school and the Funding Local Authority
- Shared funding placements must be formally agreed by all parties (the Health Authority, the Education Authority and Social Services) before they can take place.

### **Policy Owner and Contact Details**

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email  
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Next Review Date: September 2020