



Admissions Policy 2023 24

Updated: September 2023

Next Review Date: September 2024

Specific Need Catered For At Cambridge School

Cambridge School is a local maintained secondary special school for pupils aged 11 to 16 years old. Students that attend our school must have an SEN Statement or Educational Health Care Plan (EHCP). Student difficulties may include:

- Cognitive Developmental Delay as the primary need
- Speech, Language and Communication as the primary need but operating below old National Curriculum levels
- Social, Emotional and Mental Health may be mentioned on the statement/EHC plan but is not the primary need; rather it is a function of either CDD or SLCN
- Substantial difficulties with literacy and numeracy
- Immature social development

The attainment profile of pupils at Cambridge School will generally be a number of years below the expected levels for their age, but they may also be exemplified by an uneven attainment profile across all subjects. On Year 7 entry pupil attainment levels would be expected to be equivalent to the old National Curriculum benchmarks of PScale 7 and NC level 3.

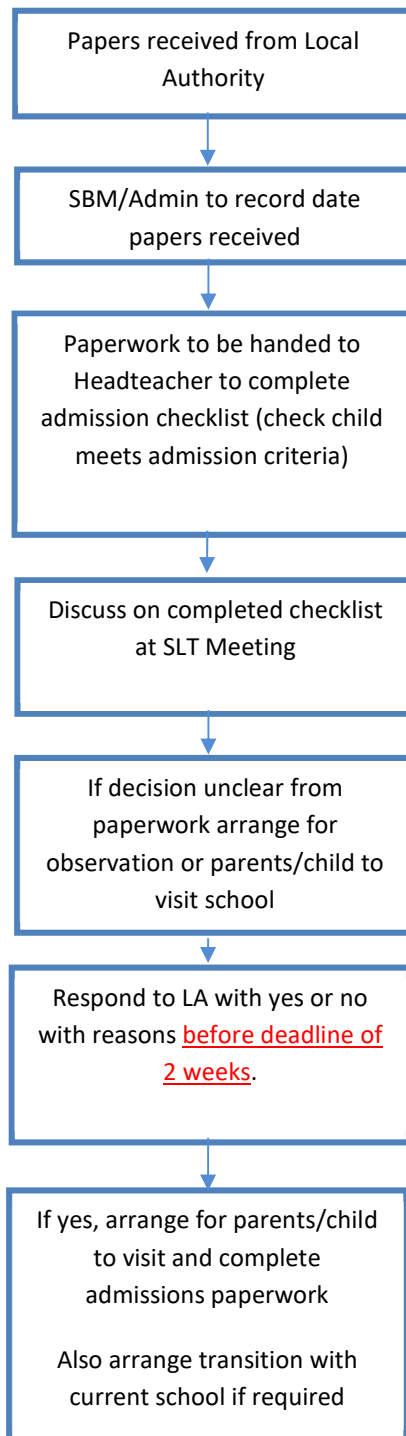
To meet these needs Cambridge School provides:

- Small class groups
- A creative and relevant curriculum which promotes positive relationships, attitudes and behaviour
- Personalised approach to learning to enable pupils to develop, learn, think, communicate and cooperate effectively.
- Development of employability skills and learning for life.
- Opportunities for pupils to learn and establish links within the local school community, including work experience and work shadowing.
- Opportunities for pupils to develop an understanding of the responsibilities of citizenship, parenting and living independently in society.

Admissions may be made at any time during the year, all admissions are referred to Cambridge via Special Needs Assessment and Provision Team (SNAPT).

See Appendices for details of the assessment process, checklists and criteria following a place being requested by the local authority.

Appendix 1



Appendix 2 - Admission Information Sheet

Date papers received from LA	
Name of person sending the admission	
In year admission/September admission	
Borough	
Child's name	
Male or Female	
Address	
DOB	
Age	
Primary Diagnosis	
Current academic year	
Current school setting	

Levels	
Have parents visited the school?	
Primary Carer Name	
Primary carer contact telephone	
Primary carer contact email	

Does child access any of the following services?

Professional	Report dated	Key Points
Educational Psychologist		
SaLT/OT		

CAMHS		
Youth Offending team		
Medical		

Does child obtain support from Social Services? (or have they ever)

Disability Team		
Child In need		
Early Help		

Child protection		
Short Breaks		
Looked after		

Is the child in receipt of Pupil Premium? Y/N

Appropriateness of placement at Cambridge School

Evidence that they meet entry criteria	Y/N
Any concerns regarding other educational needs	

Decision (give explanation)

Not enough info provided	
Cannot meet needs	

Can meet needs but no place	
Health and Safety Risk	
Can offer a place	

Funding (give explanation)

Pathway 1	
Pathway 2	
Pathway 3	

Potential grouping/class (give explanation)

Class	
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Decision sent back to LA

Date	
By	

Tour set up with parents

Date	
Time	
With who	

Appendix 3

Criteria for place at Cambridge School

Children to be considered for placement must meet the following criteria

- To have a Statement of Special Educational Needs or Education Health Care Plan.
- Student to working in the range equivalent to the old NC Benchmarks of P Scale 7 and NC Level 3.

Student difficulties may include:

- Cognitive Developmental Delay as the primary need
- Speech, Language and Communication as the primary need but operating below old National Curriculum levels
- Social, Emotional and Mental Health may be mentioned on the statement/EHC plan but is not the primary need; rather it is a function of either CDD or SLCN
- Substantial difficulties with literacy and numeracy
- Immature social development

Students must also be able:

- To demonstrate ability to access the school's curriculum and participate within small groups.
- To be able to access the wider school content with minimal support.
- To not cause disruption to other learners or the learning environment in relation to SEMH needs.