



The Grove

Statement of Provision and Admissions Policy

Circulated for Consultation		
Policy Written on: January 2018	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Judith Gainsborough, Chair of Governors
To be reviewed: January 2020		

Statement of Provision and Admissions Policy

Context

The Grove is a new co-educational autism specialist school which provides 104 places for youngsters aged 5-19 years old.

The school aims to provide specialist all-through education for autistic students aged from 5 to 19 years. It will cater for a range of students with a primary diagnosis of autism who are working either below or at age-related expectations, and with or without social, emotional and mental health needs.

The school's teaching and support services will be staffed by those with a specialism in autism. It will support its focus as a centre of excellence in autism practice by partnering with organisations and centres with a specialist interest in research and development of best practice.

The school forms part of the Heartlands Community Trust which also runs Heartlands High School. The Trust is committed to equal opportunities and as part of its duty under the Equality Act 2010, it monitors all policies and activities to ensure they comply with Equal Opportunities legislation. Outcomes are monitored for their impact in terms of [race, gender and disability] and are used to inform policy to tackle any concerns raised. An equalities impact analysis is being undertaken on the establishment of the new school as part of these arrangements.

Aims

The Grove will open in September 2018. In the initial year the school will provide for up to 42 students, from September 2019 its numbers will increase progressively to 104 students over 3 years. The school will not provide nursery or foundation stage aged places nor will it provide residential provision. It does not intend to provide places for pupils that do not have an Education Health Care Plan.

The principal aim of the school is to ensure all students maximise their potential, by acquiring the skills to achieve academically, socially and emotionally. By supporting students to learn strategies to overcome and cope with their difficulties, we aim to boost self-esteem and encourage self-confidence, so they are able to progress in their personal development.

Each child will have access to a team of skilled professionals and our emphasis will be to provide tailored learning programmes that meet the needs of every individual. We will do this through providing a nurturing and structured environment where students gain the knowledge, skills and understanding that enables them to lead successful, happy and independent lives.

The school will be divided into distinct departments;

- Primary students with a range of complex and high ability autism (KS1 will be complex autism only with KS2 being inclusive)
- Secondary students with complex autism

- Secondary students with high ability autism
- Post 16 students with complex autism

All departments will share the same vision and operate in similar models to ensure success through:

- Academic learning that follows the National Curriculum but which is tailored to meet the individual needs and builds on their strengths and interests.
- Development of core skills in literacy and numeracy with a focus on accredited courses and qualifications for older pupils.
- Life skills curriculum that builds on the development of practical and social skills for life, including independent living skills.
- Therapeutic interventions integrated within the curriculum to support the individual's needs focusing on personal, social and emotional development.
- Enrichment curriculum that builds on experiences in the community including work experiences, extra-curricular activities and mainstream integration where appropriate.
- Tailored post 16 provision that will plan and support each student's readiness to move to the next stage of their learning, including college and further study.

Attainment targets will be set for students on an individual basis and be assessed closely throughout with a focus on attainment in core skills and skills for life. Students working below age related expectations will work towards accreditations through, Entry level courses, ASDAN, Vocational Courses and City and Guilds. Those working at or above age related expectations will be accredited through Entry level and GCSE qualifications (or equivalent).

Admissions Criteria

- The school must be named by the Local Authority in the child's Education Health Care Plan.
- Students will be aged between 5-18 years old at time of admission.
- Students have a primary diagnosis of autism.
- Students may have co-morbid diagnoses of, SEMH, language, social & communication difficulties, sensory integration difficulties, ADHD or SpLD.
- Students can be offered a place and start a placement at any time during the school year.
- Students are admitted through consideration of papers, assessments and observations. In cases where the school feels the child does not meet the admissions criteria or that the school cannot adequately meet that child's needs the school will not offer a placement.
- The admissions attainment criteria will be used as a guide to assess each application as outlined in the table below (This is only a guide and circumstances may vary for each case).

	Admissions Guidelines for expected Steps or year group equivalent attainment.	
	Lower cognitive ability students	Higher cognitive ability students

Year Group on Entry	Attainment	Equivalent	Attainment	Equivalent
Year One [1]	P4		P6 or above	
Year Two [2]	P4	Pre School	P7 or above	End of EYFS
Year Three [3]	P5		P8 or above	
Year Four [4]	P5		1C or above	
Year Five [5]	P6		1A or above	
Year Six [6]	P6		2B or above	End of Year 2
Year Seven [7]	P7		2A or above	
Year Eight [8]	P7		3B or above	
Year Nine [9]	P8		4C or above	End of Year 6
Year Ten [10]	P8	End of EYSF	Step 4 (1+) or above	
Year Eleven [11]	P8 or above		Step 5 (2+) or above	
Post 16	P8 or above			

Admissions to the 6th Form

The 6th form programmes are designed to enable our young people to gain valuable experiences and qualifications for any further study or employment. Decisions on admissions to the 6th form are made on an individual basis taking into account the learner's ability to cope with the demands of the courses and any link placements that may be necessary to ensure their ongoing success.

Secondary Transfer

Transition from the primary to the secondary phase will be considered on an individual basis. Where the school feels the curriculum and provision may no longer be suitable for an individual child this will be discussed with parents and the placing Local Authority.

Contact

For further information on our school, and the process for obtaining a place here contact Lucia Santi, Head of School at lucia.santi@heartlands.haringey.sch.uk or 020 8826 1230

Further information and other school policies such as those below can be found on our website <http://www.thegroveschool.co.uk/News/NEW-HEARTLANDS-SCHOOL-FOR-AUTISM/>

You can also find out more information on the Haringey Local Offer SEND website at <http://www.haringey.gov.uk/children-and-families/local-offer>

Consultation by Haringey Local Authority

The local authority will consult the head of school, governing body, or the Trust and consider their comments very carefully before deciding to name the school on a child's EHCP.

They will consult the school by sending a copy of the draft plan. If another local authority maintains the school, they too must be consulted.

Consultation by out of Borough Local Authorities

Consultations from out of borough placements are welcome although priority will be given to all students within the Local Authority of Haringey.

Appeals

If parents are given a place at the school which they do not wish to take up, they have a right to request an alternative placement. They have the right of appeal to the First-Tier Tribunal (SEN Disability) operated in accordance with the SEND code of practice. The applications forms and guidance can be found on www.justice.gov.uk/tribunals/send.

If a local authority decides not to make an Education Health Care Plan for the child naming the school, parents should approach the Local Authority to discuss the decision. They have right of appeal to the First-Tier Tribunal (SEN Disability) operated in accordance with the SEND code of practice. The applications forms and guidance can be found on www.justice.gov.uk/tribunals/send

The school adheres to all applicable education and equality legislation including the Education Act 1996, The Children's and Families Act 2014, the SEND Code of Practice 2014 ad The Equality Act 2010.