

# Mapledown School



Working and Learning Together

## Admissions Criteria

<b>Name of School</b>	Mapledown School
<b>This policy was reviewed on</b>	10 <sup>th</sup> November 2020
<b>This policy was reviewed on</b>	September 2021
<b>The policy is to be reviewed annually in</b>	September 2022

Mapledown is a Secondary School maintained by the London Borough of Barnet. We educate young people with severe and complex learning difficulties. Many of the students have additional needs including emotional regulation difficulties, autism and profound and multiple learning difficulties, which include sensory, physical, medical, social and emotional needs.

The school is divided into three departments. Lower School consisting of Key Stage Three, Upper School consisting of Post-14 provision, and a satellite provision co-located on Copthall Secondary school site.

On our main site, we currently have eleven classrooms and cater for up to 94 students. Our class groups are organised on the basis of identified needs. i.e. SLD (Zone One) ASC (Zone Two) , PMLD (Zone Three). There are usually 8 to 9 students in each class, but numbers can vary slightly according to individual needs. Each class is taught by a teacher and four to five teaching assistants.

On our @Copthall site (Zone 4), we have two classrooms, catering for young people who either have transferred into KS3 and able to engage in subject specific learning without sensory processing or emotional regulation needs, or KS5/5 students who have transferred from our main site, and who would benefit from accessing a less specialised setting, additional opportunities to engage in work related learning, and access the local community more functionally.

Admissions are managed by the London Borough of Barnet. Students must have an Education Health and Care Plan (EHCP).

### Referrals

- All students are placed via the special educational needs department of the Local Authority (Barnet SEN – 020 8359 7007).
- Transition from Oakleigh or Northway Schools
- Fixed Term assessment places

Any placement will have been the decision of the Local Authority in conjunction with the Headteacher.

Application for places can be made from other boroughs providing that they do not jeopardise places for Barnet residents.

The provision for each student is considered every year at the Annual Review of their Education Health and Care Plan.

The admissions criteria for the school has been approved by the Governing Body of Mapledown and agreed with the Local Authority. They will be reviewed annually.

### **Cognition and Learning**

The overriding needs of the students at Mapledown will be centred on their cognition and learning. Students will be working well below age related expectations. More exceptionally, they may work at pre-key stage 1 or 2 standards.

### **Communication and Interaction**

All students attending Mapledown have significant communication needs which may be both diverse and complex. Pupils may need help and support in acquiring basic language, communication and literacy skills; using augmented and alternative means of communication, such as Touch Cues, Objects of Reference, PECS, Symbols, Makaton, PODD, and using a range of assistive technology. Communication is at the core of all learning; interacting, expressing likes and dislikes, learning to attract attention and to request are skills that are embedded in learning and practised throughout the day.

### **Sensory and/or Physical Development**

Students experience a wide spectrum of sensory, multi-sensory and physical difficulties. Sensory difficulties range from profound and permanent hearing impairment and/or visual impairment; some students will have multi-sensory impairments and/or progressively degenerative conditions associated with deteriorating abilities and a poor long-term prognosis. Specialist support from LA advisory services for children with the above needs will be necessary.

### **Social, Emotional and Mental Health Development**

Some pupils may exhibit behaviour that may challenge their access to the service. There are also those pupils whose own needs are exceptional or who could prevent others from accessing the service or compromise the safety of others or themselves. For such students, additional human resources will be necessary.

### **Medical**

Pupils may have recognised medical conditions.

The school has access to a specialist nurse practitioner who is based at Mapledown.

Some pupils may have medical needs that compromise their personal safety in school. Additional human resources may be necessary to support them.

### **We offer:**

- Access to a broad, balanced and relevant curriculum, which is differentiated and tailored to the needs of the pupils
- Small class groups – currently between six and ten pupils
- High staff/pupil ratios
- Assessment placement as described
- A Full time Specialist Nurse Practitioner
- Some opportunities for inclusive practice with mainstream peers
- Qualified support in Physiotherapy, Speech & Language Therapy, Occupational Therapy
- A Music Therapist who works with specific students or groups
- Hearing Impaired and Visually Impaired specialist visiting professionals
- Specialist resources, equipment e.g. hydrotherapy pool, sensory room etc.
- Specialist teaching methodologies as appropriate e.g. MOVE, TEACCH
- Augmentative methods of communication e.g. Makaton, PECS, PODD
- Curriculum, placement

### **Factors determining whether placement is appropriate**

When assessing appropriateness of placement, the following is noted:

- Cognitive ability
- Additional needs
- Compatibility with interests of other pupils
- Effective and efficient use of resources e.g. staff expertise, space, class numbers, can the school meet the pupils needs and staffing ratios.

### **Working with parents**

We believe that parents and school must work together in partnership to ensure that students' needs are met. Our philosophy is that parents know their children best, while we can offer expertise in the education of their child.

Opportunities for working with parents are available throughout their child's life at Mapledown. These begin with the Starting School process and continue with Coffee Mornings, Annual Reviews, support in classrooms etc.

This Policy will be reviewed annually.