

THE CEDAR FEDERATION

IFIELD SCHOOL

ADMISSIONS POLICY

Reviewed Date: Spring 2024

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Ifield School Admissions Policy

Whilst all schools are required to have an Admissions Policy, the pupil admissions for a Special School, such as Ifield are complex and vary from case to case.

These factors include:

- The pupil will require an Education, Health and Care Plan (EHCP)
- The nature of the child's needs and previous educational experiences (if any)
- Pupils whose learning difficulties cannot be met in a mainstream school
- Parental preference
- The recommendations of the referring body
- Kent Local Authority (LA) funds the school and all admissions are made through referral by the LA with the agreement of the Governors. This decision is delegated to the Headteacher.
- The suitability of Ifield for the pupil. Pupil will have needs that can be met within the existing provision and current staffing levels
- Pupils will be admitted when there is a vacancy within the appropriate Key Stage.

Staff visit prospective pupils in their existing schools before they are offered a place to assess if their needs can be met, and that the placement is appropriate. The Early Years staff visit pre-school pupils at home or in their current pre-school setting. Parents and children are also given the opportunity to visit Ifield before being admitted. This is an important part of the transition process as it gives the pupil an opportunity to spend time within the classroom environment and also enables parents to meet the class teacher. Gradual phased transition can be arranged, dependant on individual pupil needs, to enable a pupil to settle successfully into the school.

For further information on admissions you may either contact the school on 01474 365485 or the North Kent SEN Department on 03000 419994.

Referral Agencies

There are a range of agencies who may refer a potential pupil to Ifield School in the field of health, social care, adoption and fostering.

Other schools and parents may also make informal enquiries to the school and be invited to visit before any formal procedure is instigated. These approaches are welcomed by the school as it helps other professionals and carers to gain a clearer picture of the types of special educational needs and disabilities the school caters for without prejudice.

All potential pupils must either have or be in the process of assessment for an Education, Health and Care Plan.

Ifield School caters for pupils with the following needs:

- Pupils with learning difficulties in the Profound, Severe or Complex range and pupils with communication and interaction needs
- Pupils with learning difficulties and additional speech and language difficulty or delay
- Pupils with Autism Spectrum Disorder and social communication difficulties
- Pupils who have complex learning difficulties and additional physical/sensory and or medical disabilities, visually impaired and hearing impaired
- Pupils who have severe or complex learning difficulties and need high levels of support for primary care.

As a school, we are highly committed to developing language skills for pupils, as all pupils have speech and language needs as detailed on their Education, Health and Care Plan.

The school and nursery (based at King’s Farm School) are at ground floor level and have accessible ramps where required to give access to pupils with wheelchairs or pupils who have difficulties walking on steps.

The Sixth Form provision is based in the LINK Centre (Learning with Ifield and North Kent) and is situated at North Kent College. The classroom environments have resources that have been specifically tailored to support learning and medical needs of students, including ceiling track hoists installed in some learning spaces.

Ifield School provides a supportive and enriching environment where pupils are valued and encouraged. All aspects of school life are important to the learning process and a strong personalised curriculum, closely matched to individual needs underpins pupils’ development.

All pupils admitted to the school will have been authorised by the LA. These pupils may have been referred by other bodies and have appropriate EHCP. However, this will be discussed with the LA before admission.

Referral and Admissions Process

Formal referral from LA

Consultation Papers forwarded to Ifield

Ifield School’s Process:

- a. Initial suitability
- b. Capacity in year group
- c. Effective education of the class group
- d. Efficient use of resources
- e. Implications for the school as a whole

Informal Referral

Telephone discussions or
Informal visit

Referral agency or parents
contacts Area Office

Formal Visit Arranged

a. Observation and Assessment

- Area Office informed of decision
- Area Office to contact parents and if required arrange transport.

There are a number of other actions that a referring agency, a parent or Ifield school can take within this broad process. These might include more than one visit, home visits, visits by Social Worker or other professional currently involved with a pupil and closer liaison with a referring school, such actions are at the discretion of those concerned.

The process of admission may vary. For some, a transition programme will be planned to gradually familiarise pupils in their new school environment and the specific arrangements for them. For others, their transition may be planned to include part-time attendance increasing to full-time. In all cases, admissions are carefully and jointly planned with parents to match specific pupil needs.

Ifield School offers a highly personalised education for all pupils. All pupils at Ifield School will have an EHCP in place which is maintained by their LA. The EHCP will outline each pupil's individual special educational needs and the educational and non-educational provision required to meet those needs. The EHCP will also name Ifield School as the appropriate placement to provide for the child's additional educational needs. All pupils at Ifield School have a range of needs including Profound, Severe and complex Needs as agreed by the Department for Education (DfE).

Refusal of Admission

The Governors reserve the right to refuse admission in the following cases:

- The agreed bought places number is fully subscribed and admitting pupils over this number would be incompatible with the provision of efficient education or the efficient use of resources
- Where the school would be unable to meet the needs of the pupils in terms of specialist resources, levels of care, therapies and expertise
- Where the admission of a pupil would compromise the health and safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school
- Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, resources and funding.

The refusal of admissions is delegated by the Governing Body to the Headteacher, although the right of appeal remains with the LA.

Curriculum Entitlement

- At Ifield School, all pupils have access to a broad and balanced curriculum
- Pupils within the Sense and Explore pathway, follow a curriculum based on the 7 areas of learning within the Early Years Foundation Stage. Pupils within the Innovate and Discover pathway follow an adapted National Curriculum
- The school focuses upon the strengths of all pupils, aiming to make all individuals confident and achieve success
- All achievements are celebrated
- All teaching is delivered following a personalised curriculum with frequent opportunities for revisiting and reinforcing learning
- There is whole school approach to curriculum planning and assessment, all progress is recorded on an assessment system, BSquared.

SEND Policy and Information Report

The school has a comprehensive SEND report which underpins teaching and learning. Parents and carers can access this full document via the school's website.

Key Principles

Ifield School is dedicated to providing a broad, balanced and relevant curriculum based on the special educational needs of individual pupils.

The school's provision ensures maximum access and attainment within and beyond the curriculum by deploying available resources such that pupils receive the support and have the opportunities required to foster their personal, social, cultural, moral and educational development.

It is our aim to ensure that pupils are provided with life-long learning opportunities and therefore leave the school best equipped to succeed in the next stage of their lives whether that be reintegration into mainstream school, Further Education (FE), employment or transition into supported adult social care, including supported living.

Ifield School's ethos and culture effectively provides pupils with an environment which allows them to embrace their academic, moral and social needs in line special educational needs and disabilities.

It is Ifield School's aim to work in partnership with pupils' parents/carers and external agencies to provide for special educational needs and disabilities.

Organisation

Total number of pupils: 278

The school is organised into 5 Key Stages (KS):

Early Years and KS1 – 4 classes	Pupils per class
Cedar	13
Rowan	12
Ash	13
Beech	12

KS2 – 6 classes	Pupils per class
Cherry	11
Oak	10
Hazel	10
Sycamore	15
Chestnut	9
Maple	14

KS3 – 4 classes	Students per class
Wren	12
Robin	15
Woodpecker	15
Heron	15

KS4 –4 classes	Students per class
Owl	14
Kestrel	10
Swan	15
Magpie	11

KS5 – 4 Sixth Form classes based at North Kent College	Students per class
Amethyst	16
Sapphire	16
Emerald	10
Diamond	9

Staffing

Ifield School employs 36.1 Full Time Equivalent (FTE) qualified teachers, including the Headteacher, Deputy Director, 2 Senior Assistant Headteachers and 4 Assistant Headteachers. The teacher pupil ratio is 1 to 7 pupils.

The school employs 90 Teaching Assistants, and 9 part-time Midday Supervisors.

The school employs three full time equivalent Speech and Language Therapists and one full time Speech and Language Therapy Assistant. There are two Occupational Therapists (totalling two days per week) and a full time Occupational Therapy Assistant supporting pupils and their sensory needs and a full time Medical Assistant, and a full time continence and toileting co-ordinator. There is a part time School Nurse employed by the Special Schools Nursing Service working at Ifield School to train staff to competently support pupils who have complex medical needs.

Physiotherapy is currently provided by the NHS for specific pupils.

The school works closely with specialist teachers to support pupils with hearing loss and visual impairment and to provide advice to teachers and support staff in meeting the needs of these pupils.

The average adult to pupil ratio is 1 adult to 2 pupils. The ratio may vary slightly from class to class taking into account the age, developmental stage and complexity of needs of the pupils.

Staff have a wide range of specialist knowledge and experience to deliver an appropriate and meaningful curriculum to pupils with Profound, Severe and Complex needs.

An ongoing programme of professional development is in place to ensure that staff maintain and develop their professional expertise.

Inclusion

We aim that pupils will have inclusion opportunities during their time at Ifield School where this is appropriate.

We work with several local schools to promote inclusion. These opportunities for inclusion often focus on activities where our pupils can integrate with their mainstream peers on equal terms.

The school woodlands, provides abundant opportunities for collaborative work with other schools.

The School Day

At Ifield School, the day begins at 8.45am with registration closing at 9:15am. During break and lunch times there are separate play areas for primary and secondary pupils, including a playground with climbing equipment and a safety surface. During lunch, pupils remain in school and are joined by staff while they have their lunch to help develop pupil's independence and communication skills. The school day finishes at 3.30pm, however a wide

variety of after school clubs are delivered.

Years R – 6		Years 7 – 11	
8.45 - 9.15	Early morning work, Registration & Activate	8.45 - 9.15	Early morning work, Registration & Activate
9.15 - 9.55	Lesson 1	9.15 - 9.55	Lesson 1
9.55- 10.25	Lesson 2	9.55 – 10.35	Lesson 2
10.25 – 10.35	Snack		
10.35 - 10.50	Break	10.35 - 10.50	Break
10.50 - 11.30	Lesson 3	10.50 - 11.30	Lesson 3
11.30 - 12.00	Lesson 4	11.30 - 12.00	Lesson 4
12.00 - 12.30	Lunch	12.00 - 12.30	Play
12.30 – 1.00	Play	12.30 – 1.00	Lunch
1.00 – 1.30	Registration and Reading/Interventions	1.00 – 1.30	Registration and Reading/Interventions
1.30 - 2.05	Lesson 5	1.30 - 2.05	Lesson 5
2.05 -2.40	Lesson 6	2.05 - 2.40	Lesson 6
2.40 - 3.00	Assembly	2.40 - 3.00	Assembly
3.00 - 3.30	Tutorial	3.00 - 3.30	Tutorial

At the end of the school day, pupils are dismissed from their classrooms and the main hall and supported to their parents or transport providers.

Pupils have the opportunity to experience a variety of off-site educational visits, and these mainly take place within usual school hours. If there are any off-site educational visits that extend beyond the usual school day, parents will be given advance notice.

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Reviewed Date: Spring 2024

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Signed by Headteacher:

Signed by Chair of Governors: