



## **POLICY FOR ADMISSIONS**

Committee:	<b>Governing Body</b>
Staff Member:	<b>Claire Brooks</b>
Last reviewed:	<b>March 2023</b>
Review cycle:	<b>Annual</b>
Required to publish on website	<b>Yes</b>
Statutory:	<b>Yes</b>

**Admissions come from a wide range of local authorities. Consultation for placements are managed by the local authority SEN Team where the pupil resides which has financial responsibility for maintaining the Education Health and Care Plan.**

**All consultations for placements must come from the relevant local authority. The school cannot accept consultations directly from parents or any other party.**

### **Specific Need catered for at The St Marylebone CE Bridge School**

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Pupils are referred to the school because they have a language disorder which is the primary barrier to learning and the development of life and social skills.

The pupils at The St Marylebone CE Bridge School (SMBS) typically have severe language difficulties and they require integrated speech and language therapy support. Their needs are not met in local mainstream schools, units for pupils with language impairments or other special schools. At SMBS the pupils receive the specialist intensive support that they need in line with the School's Church of England ethos. The School caters for pupils whose non-verbal skills and achievements are generally better developed than skills and achievements that rely on good language or interaction skills.

There are a number of other difficulties which are commonly associated with language disorder for which we are able to cater. These include: literacy difficulties, fine and gross motor difficulties (e.g., developmental coordination disorder (DCD)), impaired life and social skills, difficulties with attention, auditory processing difficulties. However, the main disability of pupils at SMBS is language disorder. Primarily, the School specialises in education for pupils with Developmental Language Disorder (DLD).

This means they may experience difficulties in the following areas:

- articulation (producing speech sounds)
- phonology (discriminating speech sounds, difficulties in processing and using speech sounds accurately)
- syntax (understanding or acquiring the ability to produce grammatical sentences)
- semantics (understanding or expressing meanings)
- pragmatics (understanding or using language for social communication)
- literacy (acquiring the skills to read, write and understand written language)
- social interaction

These difficulties may affect a pupil's ability to comprehend the language that they hear and/or to express what they want to say. Their social interaction difficulties may prevent them from being successful in a mainstream school. The curriculum is planned for and mediated in order to support the learning of pupils with a significant and persisting language disorder.

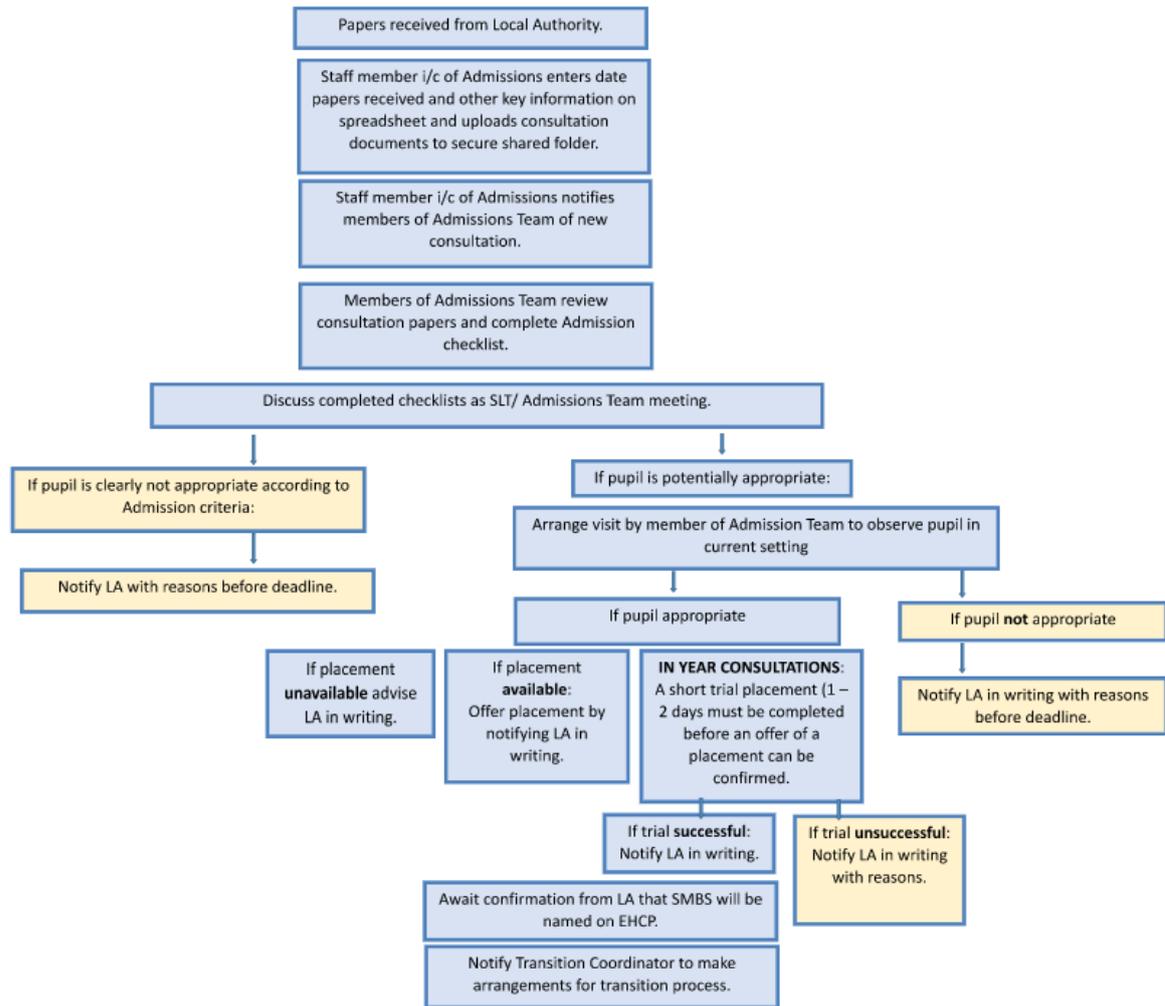
The attainment profile of pupils at The St Marylebone CE Bridge School will generally be a number of years below the expected levels for their age, but they may also be exemplified by an uneven ("spiky") attainment profile across all subjects. At the time of consultation for secondary transfer, pupils will be working within National Curriculum expectations rather than Early Learning Goals or p-levels. Pupils should be able to function independently within a small class (up to 14 pupils) without the need for consistent 1:1 support and manage a large number of transitions throughout the school which include different adults and rooms for most lessons.

Pupils at SMBS do not have a severe intellectual disability, Social, Emotional and Mental Health (SEMH) difficulties or behavioural difficulties as their primary special need. The school is not appropriate for conduct disorder or other social, emotional and behavioural / mental health difficulties that present an ongoing significant risk to others and are likely to negatively impact on the sense of safety and wellbeing of the school's highly vulnerable cohort. The school is not appropriate for children who have significant sensory processing difficulties.

The school endeavours to ensure that there is a balance, as far as possible, between the number of girls and number of boys admitted into a cohort. A key part of the holistic offer at The St Marylebone Bridge School is the opportunity to interact with a range of peers in a supported learning environment and develop friendships. This opportunity is reduced if there is a significant disparity between the number of boys and girls within a cohort. This means that occasionally the school may prioritise the admission of one pupil over another in order to maintain a balance of girls and boys within any particular year group.

Consultations are reviewed and considered by the Admissions Team in the order they are received. Decisions are made based on whether the school can meet need. See Appendices for details of the assessment process, checklists and criteria following a place being requested by the local authority.

## Appendix 1



The Admissions Team at SMBS is comprised of a multidisciplinary Team including: Head of School, Lead SALT, SENCo i/c y7 and y8; SENCO i/c Y9, 10 and 11, other relevant members of staff are consulted as appropriate, e.g. the Mental Health and Wellbeing Lead and Occupational Therapist

**Appendix 2**

Date Papers Received from LA: \_\_\_\_\_

Child's Name: \_\_\_\_\_ M/F

D.O.B.: \_\_\_\_\_ Age: \_\_\_\_\_ Year Level: \_\_\_\_\_

School Attending: \_\_\_\_\_ Borough: \_\_\_\_\_

Parents visited SMBS? \_\_\_\_\_

**Evidence from Reports provided**

Area	Key points
Communication & Interaction	
Cognition & Learning	
Social Emotional & Mental Health	
Sensory & Physical	
Section F	
School	
Parents	
Other	

**Appropriateness of placement**

- Evidence that SLCN/language is primary need? Y/N
- Evidence that non-verbal skills are within normal limits: Y/N
- Working at NC Levels Y/N
- Able to work independently in a small class without 1:1 support: Y/N
- Any concerns regarding other educational needs (i.e. behaviour, ASD, HI, etc): Y/N

**Decision:**

**Not enough info provided**

**Can meet needs but no place**

**Visit**

**Cannot meet needs**

- unsuitable for the child's age, ability and aptitude or the special educational needs
- incompatible with the efficient education of others
- incompatible with the efficient use of resources

**Is there a placement available**

**Y/N**

## Appendix 3

### St Marylebone CE Bridge School may be the right place for a pupil if:

- the pupil has an Education Health Care Plan.
- the pupil has a significant and persisting language disorder across the range of language domains and is between ages 11 and 16. This may include a speech impairment/disorder. (EHCP)
- the language disorder is the pupil's primary barrier to accessing the learning environment and the development of life and social skills.
- the pupil's language disorder is not associated with intellectual disability
- the pupil is not able to access a mainstream classroom and needs the curriculum to be individually designed and adapted to their needs.
- the pupil needs intensive and integrated speech and language therapy support
- the pupil has the ability to access the school's curriculum and participate within small groups **without** requiring consistent 1:1 support
- the pupil's language abilities are at or above a level that they can communicate using simple sentences for a range of functions (to request, protest, comment, share ideas, ask questions), can understand a range of simple 'wh' questions (e.g. who, where), and can follow at least 2 key word instructions in a range of contexts.
- the pupil can manage a high number of transitions across the school day including different classrooms and teachers for most lessons.

The pupil may have additional difficulties co-occurring with speech and language disorders e.g. specific learning difficulties (SpLD), literacy difficulties, fine and gross motor difficulties, impaired life and social skills, difficulties with attention, auditory processing difficulties. However, their language disorder is their primary need.

The school prioritises applicants with an established diagnosis of Developmental Language Disorder (DLD), (formerly Specific Language Impairment (SLI)). A pupil may also be appropriate for admission if they have a diagnosis of Language Disorder associated with another diagnosis (e.g. hearing impairment, epileptic syndrome etc.)