

POLICY FOR SEN ADMISSIONS (GUIDELINES)

High Elms Manor School maintains as open a policy as possible in making educational provision for a wide range of pupils, including pupils with physical disabilities and/or learning difficulties. We view the latter as an enrichment of our community, bearing in mind that the critical concern must always be the welfare and educational interests of all.

In deciding whether to admit/integrate pupils with physical disabilities and/or severe learning difficulties, we must be satisfied that we can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other pupils.

Our school is aware that some children have special educational needs and/or physical disabilities that require particular support and assistance. We are committed to taking appropriate action to make sure that all children are able to access our services, made to feel welcome, and that our activities promote their welfare and development.

High Elms Manor School is committed to the integration of all children in its care. High Elms Manor School also believes that children with special educational needs and/or physical disabilities have a right to play, learn and be able to develop to their full potential alongside other children. Whenever possible, children with special educational needs and/or physical disabilities will have access to the same facilities, activities and play opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face.

In reaching their decision on individual applications the Partners shall be satisfied that:-

1. Admission to High Elms Manor School would meet the educational needs of the prospective pupil and benefit his/her emotional and social development and in the case of integration that High Elms Manor can provide appropriate experiences to benefit the pupil.
2. The educational interests of all other pupils shall not be unduly prejudiced by disturbance to classroom routines or by tuition arrangements caused by the admission/integration.
3. Full and satisfactory consideration has been given to the nature of the school buildings, site and special requirements in relation to any physical disability with specific attention to toilet requirements, medical facilities, safety aspects (including emergency evacuation routines), furniture and equipment.
4. Sufficient supervision, non-teaching support, medical and dietary arrangements can be made.
5. Adequate financial, human and material resources shall be available including additional teaching support where appropriate.
6. Appropriate expert guidance on specific disabilities shall be available to teaching and non-teaching staff.
7. Any additional workload imposed on various members of staff has been taken into account.
8. An individual agreement shall be reached to cover hours of attendance appropriate to both the other pupil needs and the effective operation of the school.
9. Following admission/integration every pupil admitted with a disability shall at all times be treated with the same respect and dignity shown to all pupils.
10. A review shall take place at the end of the pupil's first term and at six monthly intervals thereafter.
11. The Conditions of Admissions apply to all students and must be met at all times.