



STOWUPLAND

## Stowupland High School

### **Cognition and Learning Centre Admissions Statement**

Our specialist resource-based provision (known as the Mulberry Centre) has 18 full-time places for students with Cognition and Learning needs across Key Stage 3 and 4. Places are generally limited to 18 students due to physical space constraints in the Centre's classrooms and also to enable supported opportunities for students to work with their mainstream peers and achieve a high level of inclusion in the wider life of the school.

Students will be included on the Stowupland High School roll. The Headteacher and those in governance will have responsibility for the students and their progress in the same way that they do for all students in the setting.

For students who are able, mainstream inclusion will be facilitated in order to experience a variety of learning and social opportunities. This may, ultimately, be for up to 50% of lessons, but arrangements will reflect the needs of individual learners. Additional adult support for opportunities in mainstream lessons and the wider life of the school will be determined on student need as detailed in their EHCP and additional support may not always be necessary.

### **Admission to Mulberry Stowupland will be considered with evidence to reflect the following:**

1. The child must have an Education, Health and Care Plan (EHCP) stating in Section B that the student's primary need is Cognition and Learning
2. Specific presentation relating to Cognition and Learning Needs, with any or a combination of the following:
  - Learning progress that is significantly slower than their peers, despite additional support and appropriate differentiation within the mainstream classroom. Learners are able to access the National Curriculum, albeit below age-related expectations, but within the 2-4 years below age related expectations. (Please note: four years would indicate a specialist setting, rather than a specialist unit)
  - Moderate Learning Difficulties (MLD) or more Severe Learning Difficulties (SLD) where children are likely to need support to access all areas of the curriculum;
  - Possible associated needs associated with mobility and/or communication;
  - Specific Learning Difficulties (SpLD) which may affect one or more areas of learning, and can include dyslexia, dyspraxia and dyscalculia.

3. Social, emotional and mental health difficulties must not be the main presenting need. It is recognised that these may occur as a result of the underlying need not being adequately met, but these must not present a major barrier to the student accessing learning.

4. In line with the County's strategy to provide locality-based provision, home-school journey times should be 30 minutes or less in order to provide fuller participation in school life and more efficient use of resources.

5. The Mulberry Centre will not be a suitable placement to meet the special education needs of a student who:

- has severe and complex support needs e.g. children with multiple barriers to learning such as communication, sensory (vision and hearing), physical and cognition or has been formally assessed to be in the 'extremely low' percentile range;
- has significant behaviour issues (please see note in italics below) or has been permanently excluded from school;
- has not achieved the Early Learning Goals or requires additional adult support to read, write or calculate above Pre-Key Stage 2 Standard 4;
- has not, routinely, been educated in mainstream learning;
- is unlikely to benefit from an adapted secondary curriculum model.

### **What is the admissions process?**

Places in the unit are commissioned by Suffolk County Council's Specialist Admissions Panel following an application for Specialist Provision. This typically happens alongside the EHCP Annual Review either in the Autumn or Spring Term of Year 6 for placement the following September. In-year admissions as a result of the EHCP process will be considered throughout the year at the Specialist Admissions Panel. The Local Authority Family Services Team will discuss the suitability of a placement for the student with the family and the school.

The Local Authority will then consult with the Headteacher and those in governance. Family views, professional reports and any other relevant information will be reviewed to carefully consider the needs of each student, together with those of other students already admitted to the unit and the wider school. Initial assessments will ascertain if:

- The Centre is suitable to the child's age, ability, aptitude and special educational needs;
- The child's placement in the Centre is compatible with the efficient education of the other students with whom the child would be educated;
- The placement is an efficient use of resources;

Appropriate staff from Stowupland or Stowupland Mulberry will visit the students in their current setting and liaise with staff to gain further insight into their needs and to support the decision-making process. The School will provide their response within the statutory timescales to the Local Authority in order for the Specialist Admissions Panel to make a decision as to which setting should be named in Section I of the Students' EHCP.

Stowupland may admit, on a temporary basis, a student without an EHCP to the Mulberry Cognition and Learning Centre where:

- The student is admitted for the purposes of a statutory assessment of their special educational needs and their admission to the Cognition and Learning Centre is with the agreement of the Local Authority, Stowupland High School, the student, student's parent and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001; or
- The student remains admitted following an assessment under section 323 of the Education Act 1996. 7.

### **How are places reviewed and monitored?**

Each student's progress is continuously monitored by the Mulberry Centre staff, the Director of Inclusion, the school SENDco and support staff, in addition to collaboration with other external professionals where appropriate.

If significant changes become evident in the child's profile and their needs cannot be best met in the unit, alternative provision will need to be considered. For example, where behavioural presentations relating to SEMH are frequent or intensive, where the student is not responding to support, where the student poses a risk to self or others, and/or impacts on the learning of other students, then their place in the unit will be reviewed. This may be through the process of an EHCP annual review, which may be brought forward.

### **Will the student be able to transition to mainstream?**

Some students that join us may be able to transition to a full mainstream place if their needs change, if progress is being made, and if they are able to do so. Other students will remain in the Mulberry Centre throughout Key Stage 3 and 4, but accessing some mainstream provision appropriate to need.

Changes to need and provision will be identified through the EHCP Annual Review process and interim reviews with parents/carers, the student, any external professionals involved in the student's support and representatives of the Local Authority. If the student is identified as being ready to move into a fully mainstream position this may not necessarily be at the school where the Centre is located as they are most likely to return to their local school. The Local Authority will consult with mainstream settings following the statutory framework detailed in the SEND Code of Practice.

### **What if parents/carers or the student wish to appeal or refuse a place?**

The appeals process is governed by the statutory framework as detailed in the SEND Code of Practice. When a student is allocated a place, they and their parents/carers are able to appeal following this procedure. Parents and carers are entitled to appeal to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Authorities in England about their child's education. The application forms and guidance can be found on [www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send).

### **What if Stowupland wishes to appeal a placement?**

If Stowupland considers a placement at the Mulberry Centre to be inappropriate following consultation, the admission cannot be refused, but an early EHCP Annual Review will be held to determine and explore the school's concerns with the Local Authority. The school is also able to make a complaint to the Secretary of State who will evaluate if the Local Authority has fulfilled its statutory and legal duties.

Where demand for places exceeds the capacity of the Mulberry Centre, priority will be given to the student whose needs can be best met by the Mulberry Cognition and Learning Centre.