

# **Belmont Primary School**



## **Additionally Resourced Mainstream School**

### **Admissions Guidance**

#### **Specialist provision for pupils with a severe Learning Difficulty**

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## **Introduction**

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The vast majority of pupils with an education health and care plan (EHC Plan) will attend their local school. Some of those will require funding from the local authority in addition to the SEN funding already delegated to the school. For a small minority of pupils, a special school setting is required so that the pupil can be in a small group and specialist setting all of the time.

The specialist provision at Belmont is for pupils who have complex difficulties and their ability to make progress will be limited in comparison to their mainstream peers across all areas of development. The aim of the provision will be to promote a clear ethos throughout the whole school that promotes inclusion, high expectations and a commitment to improve outcomes for pupils with severe learning difficulties and/or autistic spectrum disorder (ASD).

## **Description of resourced provision**

Belmont Primary School has an additionally resourced provision, called 'Stargazers', funded by London Borough of Harrow for pupils with severe learning difficulties who have an EHC Plan.

It consists of a specialist learning environment, which has one classroom and a satellite classroom in the mainstream, a sensory room, a soft play room and other small group spaces. It offers highly specialised teaching across the core curriculum areas if appropriate. A range of learning pathways are used depending on the needs of the child. Where appropriate, children may access the social and emotional benefits of the mainstream classroom.

The provision offers inclusive education and social opportunities, alongside access to specialist intervention from teaching staff and in-class support. There are 12 places at the provision and 8 members of staff.

A full description of the school's provision for pupils with SEN will be outlined in the school's SEN Inclusion Policy which is on the schools website, (<https://www.belmont.harrow.sch.uk/>)

## **The purpose of the resourced provision**

The aims of the provision will be to offer inclusive education and social opportunities, alongside access to specialist intervention from teaching staff and in class support. Pupils will be given the best opportunity to make achieve their best in a mainstream environment.

Pupils attending the resourced provision will:

- receive special educational support they require from appropriately qualified staff
- be provided with any additional services from partner agencies, where required as specified on their EHC plan.

### **Admissions criteria**

- The pupil has an EHC Plan which indicates severe /complex learning difficulties. *(For pupils undergoing statutory assessment, an assessment placement might be appropriate in exceptional circumstances)*
- The pupil requires access to an appropriately differentiated, broad and balanced curriculum and should exhibit a level of 'vulnerability' requiring an educational environment offering a high level of social and emotional support
- Some pupils have named conditions such as an autistic spectrum condition but severe cognition and learning difficulties are the over riding factor.
- The characteristics of a pupils accessing the resource may include:
  - significant and prolonged difficulties in acquiring basic literacy and numeracy skills and in understanding concepts, despite appropriate interventions
  - associated speech and language delay
  - low self-esteem
  - low levels of concentration
  - communication and interaction difficulties
  - physical difficulties
- The pupil requires specialist support and the availability of a specialist facility (e.g. small group or sensory room) to spend periods of time outside the mainstream classroom, significantly over and above that normally available in a mainstream school without an additional resource for pupils
- The pupil has the potential to manage the social elements of a mainstream school environment with skilled support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers
- The pupil may have other needs alongside SLD.

### **Admissions Process**

- Refer to Appendix A - flow chart of admissions process
- Admission to the resource will be recommended by the local authority through the SEN Assessment and Review Service (SENARS) Panel based on assessments as part of the statutory process and the above description of needs
- All pupils placed in the resource will be subject to EHC Plan
- All relevant information on the pupil's needs will then be forwarded to the school as part of the formal consultation on the placement of a pupil with an EHC Plan in line with SEN Code of Practice January 2015
- The local authority will seek the views of the school on suitability of placement and availability of places in the year group prior to making a final decision.

The local authority will have regard to the number and profile/balance of needs within the resourced provision.

- The expectation is that a pupil will be admitted into the correct year group for his or her age.
- The latest entry to Belmont provision would be the beginning of Year 5 in order to give the child 2 full years to benefit from the provision
- For out of borough applications the responsible local authority must consult with Harrow Council, Special Educational Needs Assessment and Review Service (email: [senassessment.reviewservice@harrow.gov.uk](mailto:senassessment.reviewservice@harrow.gov.uk)) as the provision is a partnership agreement between the local authority and the school
- The appropriateness of continuation of placement will be monitored through the statutory annual review process.

### **Financial Arrangements**

Funding is on a place plus basis whereby each place in the resource receives annual funding of £10,000. In addition each pupil attracts top up funding (Element 3). The school budget pack shows the place funding for £10,000 per place plus Element 3 funding based on the number of commissioned places. The full Element 3 funding will be allocated at the start of the financial year. Numbers commissioned will vary but will be within an agreed range.

At the end of each term, the Element 3 funding will be adjusted to reflect movements in pupil numbers and funding will be clawed back per place. Element 3 funding will be based on real time.

For out of borough pupils, the funding will be recouped from the pupil's resident local authority based on actual start dates and end dates. If an out of borough pupil leaves a place midterm, the remaining days will not be funded unless another pupil fills that place.

The local authority and the school will review the number of commissioned places annually and make a decision regarding the number of places required for the forthcoming year.

### **Review, Monitoring and Evaluation**

#### **School**

The Head teacher of the school will have overall responsibility for the day to day management of the provision and for ensuring that the performance of staff is managed appropriately.

#### **Pupil**

Successful outcomes for pupils will include clear progress against outcomes in their learning and development. Pupil progress will be measured through the statutory annual review process for pupils with an EHC Plan.

### **Guidance for transfer out of the provision to a different specialist provision**

Recommendations to consider placement at a different specialist provision may be made following an annual review meeting. Where a recommendation is made, the following would normally apply:

- despite a high level of specialist intervention over time, the pupil has prolonged difficulties in accessing the mainstream curriculum and managing the social demands of the school environment
- limited progress has been made in meeting his/her outcomes and in developing the independence, social and behavioural skills required to move towards greater participation in mainstream activities
- there is evidence that the pupil's social and emotional wellbeing is becoming adversely affected
- assessments demonstrates that the pupil is unlikely to be able to access the mainstream curriculum and/or interact with their peers even with reasonable adjustments and with considerable support
- the child is able to access their age-appropriate mainstream classroom for at least 60% of the school day, for at least 2 academic terms
- the views of parent/carers, school staff, relevant professionals, and the pupil will be taken into account
- following careful consideration of all information and evidence gathered the SENARS will make the final decision on whether or not transfer is appropriate
- SENARS to communicate the decision to parents/school and lead the discussion with parents/recommend an alternative placement.

# ARMS REFERRAL PROCESS (QUICK GUIDE)

