



# **RESOURCE BASE ADMISSIONS POLICY**

*GJS Resource Base Admissions Policy/Updated May 2016/To be reviewed May 2017/Review Cycle: Annually/  
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## Approval

<b>Approved by Governing Body (Resource Committee):</b>  Chris Whibley  Vice Chair of Governors	  C Whibley
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# Resource Base for Pupils with Complex Learning Needs

## Criteria for Admission to the Resource Base

- All pupils will have a final/proposed EHC Plan or Statement of Special Educational Needs indicating complex learning needs. This means the pupils will have complex learning difficulties which could include communication, physical, sensory difficulties and associated social, emotional and mental health difficulties, impacting on their ability to access the curriculum. They will require a significant level of additional provision to access the curriculum and make progress such as:
  - Implementation of individual programmes
  - Availability of small teaching groups
  - Access to therapy inputs and staff to deliver programmes
  - Some individual support to meet specific needs and support inclusion
  - Curriculum broken down into small steps
- Some pupils may access an assessment place at the Resource Base at the discretion of the Inclusion Leader and Headteacher whilst undergoing a statutory assessment of their needs. Such placements will be made in accordance with the guidance contained in the SEN Code of Practice.
- The parent/carer expresses a preference for a placement within the Resource Base which is agreed by the Local Authority (LA) and the School as being the most appropriate placement for the child.
- Suitability of the placement and level of support will be considered each year at the Annual Review of the Statement or EHC Plan or at an interim review if necessary.

## Referral Process

- All applications/referrals will initially be considered by the LA SEND Panel, which includes Headteacher representation, to ensure the child meets the required criteria.
- The Headteacher will evaluate each application in depth, taking into account the needs of the applicant, current pupils and the facilities the School can offer. In addition, reports and guidance from specialists will be considered e.g. Educational Psychologists, GPs and CAMHS
- Where possible to ensure that The Godolphin Junior School Resource Base would be a suitable provision, the SENDCo and Resource Base Leader will visit the pupil in their current setting
- Priority will be given to pupils living in the Borough of Slough. Requests from outside the Borough will be considered by the SEND Panel and Headteacher according to suitability, available places and the needs of the existing pupils in the Resource Base.
- The SEND Panel will propose admissions to the Headteacher of the School. However, the final decision as to whether to offer a place will rest with the Headteacher.

## Inclusion into Mainstream

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The aim of the Resource Base will be to facilitate inclusion into mainstream lessons, events and activities wherever possible.

Pupils within the Resource Base will therefore be expected to:

- Access lessons within the mainstream school with additional support, but with a flexible approach according to individual needs;
- Have individual timetables with 1:1 or small group withdrawal sessions to be held within the Resource Base as appropriate and on a needs led basis.

### Exit Criteria

- It is important to note that the Resource Base placement will not necessarily remain appropriate throughout the pupil's time in the school. Pupil's needs may change and sometimes their progress indicates that a change of provision or placement is necessary.
- Any discussions about a change of provision will be based on evidence presented at the Annual Review meeting. Preliminary discussions will be held with parents/carers. The evidence should include recent professional reports about the child.
- If the Annual Review is likely to recommend a change of provision, the School will invite an officer from the LA SEN Team to attend the meeting.
- The Annual Review can recommend a change of provision based on evidence and can recommend changes to the EHC Plan/Statement. Ideally, this would be in agreement with the parents/carers and the pupil.
- Any decision to amend the EHC Plan/Statement rests with the LA Officer who will inform parents/carers and the school of the decision once the report from the Annual Review has been received in the SEN Team. The report must be submitted to the LA within two weeks of the review meeting.
- If the decision is to amend the EHC Plan/Statement and recommend a change of provision, a proposed amended EHC Plan/Statement will be sent to the parents/carers to consider. Parents/carers can then express their preference for a new placement in accordance with the SEN Code of Practice.
- If the parents/carers express a preference for a change of placement, a member of the SEN Team will communicate with the family about this and it is likely that the preferred school will be consulted about a placement for the child.
- When the child is in Year 5, the Annual Review will include discussion about transfer to secondary school. An Officer from the Local Authority SEN Team will attend this meeting.
- For phase transfers, a proposed (amended) EHC Plan will be sent to parents/carers in the autumn term prior to transfer. A final EHC Plan naming the new school will be issued by February, prior to transfer in September or in accordance with the Code of Practice.
- Any changes of placement will require a detailed transition programme agreed by both schools and parents/carers.