



STEPHEN HAWKING SCHOOL

Admissions Policy

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Introduction

Stephen Hawking School is a Local Authority maintained day school, for pupils with severe, profound and multiple learning difficulties whose ages range from two to eleven years old. Additional difficulties may include visual, hearing, medical and physical impairments. The majority of pupils attending live within the London Borough of Tower Hamlets.

Stephen Hawking School has two sites located on St. Jude's Road and Brunton Place. St. Jude's Road offers pupils aged 2 to 6 early developmental opportunities. Brunton Place offers pupils aged 6 to 11 continued developmental opportunities. Emphasis is always placed on the individual child and therefore the curriculum is pupil led.

The LA has admission principles and criteria for placement at a special school. Admission arrangements to Stephen Hawking School are agreed in conjunction with the LA procedure. Allocation to the most appropriate site is managed by school leaders. Admission to the school is in line with the requirements of the Special Educational Needs and Disability Code of Practice (2015). This results in a full multi-professional statutory assessment. This assessment is coordinated by the Special Needs Department of the child's Local Authority. Most local authorities allocate case workers to families to support the admission process. Tower Hamlets parents can contact the SEN section directly at:

S.E.N. Section

Tower Hamlets Council
Town Hall
160 Whitechapel Road
London
E1 1BJ

Tel: 020-7364-5000

Families who live outside of Tower Hamlets should contact the local authority in which they reside.

Admissions Criteria for Stephen Hawking School

At Stephen Hawking School we can provide education to children who:

- Typically have a life-long complex learning disability which may require a multi-disciplinary service response and their ability to make progress will be severely limited across all areas of development. They are likely to have severely limited self-help skills and minimal awareness of danger. Pupils will be predominantly dependent on additional support for personal care skills and are usually reliant on additional support for activities and travel. Where there has been standardised testing of cognitive functioning, children and young people will be assessed as being below the 1st percentile.
- May have severe learning impairment caused by:
 - injury
 - illness
 - a congenital condition
 - genetic disorderThese may cause a severe loss of, or difference, physiological function.
- May have little control over their physical functioning, may have difficulties swallowing, feeding and drinking, or additional neurological impairment such as epilepsy and their impairment may have a profound effect upon their ability to access learning and on their attainment and achievement at school.
- Require the use of alternative and augmentative approaches that aid and support their communication.
- Require enteral feeding.
- Have significant health needs which require regular or continuous medical intervention.
- May require a wide variety of specialist equipment in order to access learning and to support the development of their learning, physical and communication skills.

Stephen Hawking School can not meet the needs of:

- Pupils whose primary problem is not severe or profound learning difficulties e.g., their primary need is physical, sensory, communication or medical.
- Pupils with severe challenging behaviours that would require additional staffing resources.

Aims & Objectives

Through this policy, we aim to ensure that all potential pupils for our school have an equal opportunity to gain a place at our school which is based on their unique strengths and needs. We aim to work with parents and carers to ensure that all our pupils attend a school that provides an appropriate learning environment for them.

Implementation of Admissions Process

Children are only admitted to Stephen Hawking School after notification from SEN department at the Town Hall. They do not have to have an EHCP and can be admitted during the assessment period if necessary.

Families are encouraged to visit Stephen Hawking School before applying for a place. School leaders can give families a tour of the site so families get a better understanding of the school population and curriculum.

1. If a family decides they would like a place at Stephen Hawking School they should inform SEN of their desire to have a place.
2. Once the local authority receives a family's request for a place they will consult with the school if they feel it is an appropriate request. The SEN department will process the admission papers and, as part of the formal consultation process, send them to the Headteacher.
3. Details are sent to consultations@stephenhawking.towerhamlets.sch.uk This inbox is monitored by Senior Leaders.
4. Families are invited to come and visit the school with the child so that a collaborative assessment can take place. If a child is transitioning from another setting, a senior leader will visit them in their existing school and a MDT meeting will be held and the transition into school paperwork completed. A copy of the minutes will be sent to all in attendance and the Headteacher.
5. The Headteacher, in consultation with other senior leaders and the Home School Liaison Officer (HSLO), will respond to the consultation based on information available

If the school is unable to meet the needs set out in the EHCP they will respond to the LA explaining the reason for not offering a place.

If the school is able to meet needs as identified in the EHCP a place will be offered to the child. The school will then contact the Local Authority to inform the agreed placement. The Local Authority will make the final educational placement decision based on the needs of the children. The local authority will inform the parents and the school so that the starting school process can begin.

Following acceptance

1. Senior leaders will decide on which class would be most appropriate according to the child's strengths and needs, and, when the pupil can start.
2. The agreed timeline for pupils starting school is:

Papers received (date)	Start Date
By May half term	September
By October half term	January
By February half term	April

Rationale for this time frame:

This is to enable all children to receive a smooth transition into school via very careful planning. This ensures that all children's equipment is ordered and risk assessments and essential staff training (where appropriate) are completed, prior to them starting. In exceptional cases some pupils may start at other times throughout the year.

Starting School Process

Starting school or transferring to a new school is a big step for all children and parents, and even more so for any child who has been assessed as in need of a special educational provision.

Principles

We aim to:

- Provide an atmosphere of mutual respect that acknowledges the previous experience, knowledge and skills the child has, his/her parents and the school have between them.
- Enable parents to feel confident about separating from their children in a manner which suits their individual needs.
- Enable families to contribute information about their child, so that together we can plan and provide appropriate resources and experiences.
- Provide clear information on who has access and who contributes to the child's school records.
- Enable parents to have a clear understanding of the roles of all the adults involved with their child.
- Provide an environment that is warm and welcoming and flexible to the needs of all children (and their parents) starting Waverley School.
- Provide adults who are skilled in observing, assessing and developing children's abilities to communicate, interact, play, move, look after themselves and take control over their environment.

Stages

1. A home visit is arranged by the agreed class teacher with the support of the Home school liaison officer, where they have the opportunity to meet the child in their own environment and begin the initial stages of the admissions process.
2. During the home visit a date is agreed for the Parent/Carers to attend an admission's "stay and play day". During this day the child attends their new class while an admission meeting between the class teacher, school nurse and Home school liaison officer takes place. A member of the Moving & Handling Team will attend and help assess the child's needs where relevant.
3. School leaders will inform families, class teachers and multi agency professionals of the start date.
4. A starting school meeting will be held to ensure school staff have the information they need to safely support the new pupil.
5. Health professionals will complete care plans as necessary and share with education staff.

Support for families

We believe that parents and school must work together in partnership to ensure that pupils' needs are met. Our philosophy is that parents know their children best, while we can offer expertise in the education of their child.

Opportunities for working with parents are available throughout their child's life at Stephen Hawking School. These begin with the Starting School process (with a home visit) and continue with Coffee Mornings, Annual Reviews, support in classrooms etc.

There is a Family Liaison officer (FLO) in school available to listen and support parents and families with a range of issues and to facilitate parent support groups.

The home school liaison officer;

- contacts family and arranges a home visit if necessary
- gives the family information regarding the admissions procedure
- liaises with class teacher and Assistant Head Teacher about starting arrangements (e.g. full time/part time etc.)
- supports the family to apply for transportation if necessary
- completes the admission form

NB: Exceptions to this include:

- Emergency placements (e.g. safeguarding concern and instructions are sent from the local authority)

Appendices:

1. Headteacher letter for responding to consultation
2. Admissions check list
3. Transition into school planning meeting proforma
4. Settling in period

Appendix 1: Headteacher's response to LBTH

Please complete and return this form to:-

S.E.N. Section
Tower Hamlets Council
Town Hall
160 Whitechapel Road
London
E1 1BJ
0207 364 3073

Child's name:

Date of Birth:

Address:

- I have no objections to Stephen Hawking School being named on the above child's Education, Health and Care Plan.
- I have objection to Stephen Hawking School on the Education, Health and Care Plan because:
(Please give reasons for your objection)

The placement is not appropriate to the child's needs

The placement is incompatible with the efficient education of other children already in the school

The placement is not an efficient use of the LA's resources

Other reasons

Signed _____ (Head Teacher) Date _____

Appendix 2: New Pupil Admission Checklist

Full Name		DOB	
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Task	Date	Person responsible	Time frame	Complete
<ul style="list-style-type: none"> • EHCP or PDA request is received and SHS agree place for the child • Folder to be set up on the system containing the template pupil directory 		Head of School	Within 15 days	
<ul style="list-style-type: none"> • Information is extracted from EHCP to populate the admissions form: child and family credentials, services the child is known to, ethnic origin etc. <li style="padding-left: 20px;">Pupil to be added to EHCP annual review cycle. 		Home-School Liaison Officer/Admin		
<ul style="list-style-type: none"> • Travel application form requested from transport 		Home-School Liaison Officer	On receiving placement confirmation	
<ul style="list-style-type: none"> • For all children, a multi professional meeting will be held to plan the child's transition into school. • For children new to the school a meeting will be arranged between the class teacher and the child's PSP to populate the MDT transition into school form. Class teacher to prepopulate form using the child's consultation papers prior to this meeting. Class teacher to then send form to school therapists who will liaise with their counterparts and add notes as required. • For children transitioning from another setting, an MDT meeting will be held and the transition into school paperwork completed. A copy of the minutes will be sent to all in attendance and Head of School. 		SLT	Prior to admission	

<ul style="list-style-type: none"> • For all children, where there is safeguarding information shared during any meetings or noted on any paperwork, this must be shared immediately with the head of school, DSL, and uploaded to CPOMS 				
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<ul style="list-style-type: none"> • Home visit for all children under 5, or out of school, undertaken by: class teacher, home liaison. The home visit should last approx. 30-40 minutes, during this: <ul style="list-style-type: none"> • Play and interact with the child • Encourage and allow parents/carers to ask questions • transport is discussed and application completed if necessary • consent is taken for school and NHS • information about Free School Meals is sought • date for admission day is agreed • DOB evidence seen (e.g. passport or birth certificate) • Begin completing GTKM framework on Earwig 		Home-School Liaison Officer/class teacher	By 31 st June for Sept intake and by 15 th Dec for Feb intake	
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<p>5. On the admission day, flexibility to allow for children’s individual needs must be planned for:</p> <ul style="list-style-type: none"> • the admission will be led by the class teacher and the home-school-liaison officer. The school nurse will attend for the medical admission • the family room will be booked and cover arranged for the child’s key worker • school and medical admissions paper work will be completed • the key worker will interact with the child with the expectation that they will feed back to the class team regarding the child’s preferences, strengths and needs. This information will be recorded in the “Getting To Know Me” framework on earwig • Parents must bring: Red Book (medical log since birth) • Share “initial target setting process document” with parents <p>• Where needed, moving and handling officer to fit child for a sling</p> <p>Class teacher/ home school liaison officer to ensure AHT are aware of child’s admission date. AHT to inform SEN department that the child is on roll to receive funding, copy in home school liaison officer and school business manager.</p>		<p>Joint Responsibility: Class teacher, HSLO and school nurse</p> <p>Class teacher</p> <p>Class teacher/moving and handling officer</p> <p>HSLO officer/class teacher/AHT/SAHT</p>	<p>1 week before start date</p> <p>On admission day</p>	
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<p>Child’s first day: Parents must stay with their child or to remain on site for the initial day at least until 12.45. This will allow staff time to observe feeding strategies and any other pertinent personal requirements. Parents must be made aware of this on the home visit day so that they can make arrangements if necessary.</p>		<p>Parents and class teacher</p>	<p>Start date</p>	
<p>6. Once admission form is completed, brown folder to go to admin. Admin person to add the child to Integris and complete the set-up of the folder (colour coded plastic wallets with labels). Ensure parent email is allocated to a parent to allow Earwig records to be shared. Folder then needs to be stored in the confidential locked filing cabinets located in home-school liaison office.</p>		<p>admin</p>	<p>After admission, before child’s start date</p>	

<p>7. Complete initial Pupil Profile, individual risk assessment and moving and handling risk assessment using information from home visit, admission day, MDT meetings and EHCP</p>		Class teacher	By child's start date	
<p>8. During the child's initial settling in period (roughly 8 weeks) in school:</p> <ul style="list-style-type: none"> • the "Getting to Know Me" form will be added to, this will form the baseline from which initial annual targets will be set in collaboration with the MDT. • Therapists and other specialist teachers (e.g. VI / MSI / HI teachers) must arrange a time to assess the child and feedback to the class teacher 		Class teacher	On-going through initial settling in period	
<p>9. Initial target setting meetings/EHCP request meetings:</p> <p>Where a child has an existing EHCP an initial target setting meeting will be held. For children on a PDA and EHCP request meeting will be held.</p> <ul style="list-style-type: none"> • Admin assistant to co-ordinate the initial target setting meeting/EHCP request meeting with the class teacher and the relevant members of the MDT. ITS information form to be emailed to parents. <p><u>Initial target setting meeting (when an EHCP has already been finalised)</u></p> <ul style="list-style-type: none"> • End of key stage outcomes are taken from EHCP during an initial target setting meeting. • All professionals attending the meeting must prepare for the meeting, coming with suggested annual targets based on EHCP outcomes and information gathered during initial settling in period. Teacher to prepopulate form with child's baselines. 		SMT/class teacher/ admin	Following the settling in period (roughly 8 weeks from start date)	

- EHCP end of key stage outcomes should be discussed with parents and professionals should share their observations, assessments from settling in period and their suggested annual targets. Professionals should be prepared to adjust these within the meeting based on discussion with parents and MDT
- The meeting should be chaired by a member of school SMT
- Form should be completed collaboratively during the meeting and shared with everyone involved before submitting to the LA along with the Getting to Know Me evidence and the LBTH 8 week review form. Where EHCP outcomes have been amended these a cover letter should also be provided.

EHCP request meeting (where a child is attending on a PDA)

- All professionals attending the meeting must prepare for the meeting, coming with suggested end of key stage and annual targets based on information gathered during initial settling in period.
- Professionals and parents should share their observations, assessments from settling in period and their suggested end of key stage and annual targets. Professionals should be prepared to adjust these within the meeting based on discussion with parents and MDT
- The meeting should be chaired by a member of school SMT
- Form should be completed collaboratively during the meeting and shared with everyone involved before submitting to the LA

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Appendix 3 Transition Planning Meeting for children joining from another school.

NB: all meeting minutes must be shared with all attendees and any professional who sent apologies. The minutes must be shared with the head of school and the DSL. They must be uploaded to CPOMS as soon as possible after the meeting.

Meeting for:	
Date of meeting:	
Present:	
Apologies:	
<p>1. What we Like and Admire about the child / Strengths of the child</p> <p>2. What is Important to the child/ Working Well?</p> <p>3. Please share any safeguarding information about this child and family.</p> <p>4. Aspects that are difficult, e.g. new people/places, transitions</p>	
<p>Stephen Hawking School will... (plan for/be aware of): Physical Vision Hearing Communication and Interaction Environment Home/social needs Eating and drinking Toileting</p>	
Actions:	<p>The existing school will...</p> <p>Family will...</p> <p>Attachments: please include pupil profile, IEP, risk assessment, safeguarding information</p>

Appendix 4: Settling in Period

In EYFS, the settling in period is child lead. Families are welcome to spend time with their child in the classroom informing staff of best ways to support and interact with their child. The family room is made available to all families to make use of during this time, as and when they are ready to leave their child in the classroom.

The school will encourage parents to leave their child as soon as they are confident and it is safe to do so. For example, if a child has specific medical needs it may be that families will need to remain with their child until medical training has been completed by school staff. The school has a flexible policy that allows for each child's individual needs to be met.

School staff will agree to contact parents by phone if they have any questions during the day about their child. Parents are also welcome to ring to find out how their child is getting on.

A key worker will be assigned to all new children so that parents are clear about who to hand over to each morning and who to contact about any questions or issues.

In KS1 and KS2, a similar procedure will be available although a discussion will be held with new parents about spending time in classes so that minimal disruption will be caused to other children. There is also a family room available at Brunton Place to all parents and carers.