Our practice will reflect the Statutory Code of Practice on the Duty to Promote Race Equality (Race Relations Amendment Act 2000) and equality of opportunity and good race relations across all areas of school activity. Promoting equality is central to the ethos at Red Gates. Our practice will also reflect the Special Educational Needs and Disability Act 2001.

Criteria for Admission to Red Gates

- Red Gates caters for primary age children with severe learning difficulties (SLD) and autism (ASD) from 4 (Reception) to 11(Year 6) years of age. Admission to Red Gates will be subject to the child having an Education Health and Care Plan (EHCP) and a suitable place being available, to meet the needs of the child.

- Following identification of their special needs and severe learning difficulties through the formal assessment procedure, the majority of children will start in Reception class when they reach statutory school age.

- Pupils who initially attend schools for children with moderate learning difficulties and profound and multiple learning difficulties may transfer to Red Gates, following an Annual Review meeting which identifies the child's needs have changed and the current school setting is no longer appropriate. The EHCP will be reviewed and up dated to name Red Gates as the school and specify the child has SLD / ASD.

- Careful consideration will be given when an older child is referred to Red Gates i.e. Year 5 and above, due to time needed to settle prior to transition to a school for secondary aged students with SLD / ASD

Admission Procedures

A change of environment for a child with SLD / ASD can be extremely unsettling for both the child and family. It is therefore imperative to plan any admission or transition carefully with parents and other professionals involved. Sufficient time must be allowed for the child to become gradually familiar with their new environment.

Admission of a pre-school child

1. Once a pre-school child has been referred, the Head will contact the parents to make an appointment for the parents to visit Red Gates with or without their child, whichever is preferred on this occasion. They will also be sent a school prospectus and informed about the website.

2. During the visit parents will meet the Head, the teacher and teaching assistants (TAs) who could be involved with their child. They will be able to observe children working in the classroom. Time will be spent

discussing the curriculum, assessment procedures, how individual programmes are devised and how parents are kept informed of their child's progress. They will also be shown the special facilities.

3. The Head of Early Years Pathway will visit children referred in their current placements. The Head will meet with SEN case managers and Special School Heads in the spring term and early in the summer term to discuss children referred and which of these children would be appropriately placed at Red Gates. The LA will then hold an admissions panel meeting to make the final decision on admissions to Red Gates for the following September. The LA will inform parents of this decision.

4. Once parents have accepted a place for their child, one of the nursing team call the children's parents to see if there are any health needs and check our records. This enables the nurse to establish a medical/health profile of the child. If needed, together we set up a care plan and training. Red Gates' therapists will liaise with other therapists currently working with the child and parents will become familiar with all professionals involved in the multi-disciplinary team at Red Gates. New parents and their children will be invited to a play session at the end of the summer term.

5 Early Years Foundation Stage teachers will liaise with pre-school agencies who have been involved with the child to discuss work programmes, reports and EHCP and will visit the child in their current placement.

6. A new child starting in Reception class, or a child who has not attended school before, will attend mornings only for the first week, mornings and lunch time in the second week and then full time from the third week. Parents are encouraged to join their child in class during the first week. This will help the child to settle into school and the parents to become familiar with the class structure, routines and activities and to get to know staff and other parents.

7. The class teacher and a TA from the class team will offer a visit to the family at home during the first term, prior to the child starting school in September, to exchange information about the child.

Transfer from a special or mainstream primary school

1. Parents will be invited to visit the school and to discuss the suitability of placement. If appropriate the child's name will then be put forward to the admissions panel meeting in the summer term.

2. The Head of Pathway will arrange to visit the school to observe the child and to discuss his/her educational needs with staff.

3. Once a place has been allocated for September a visit to Red Gates in July will be organised to introduce the child to their new school.

4. Teachers and therapists from both schools will liase regarding needs of the pupil and the Red Gates teacher will visit the prospective pupil in their current school setting.

5. Any medical problems the child may have are discussed to establish a medical/health profile of the child and the nurse and therapists will contact the child's previous school to obtain further medical background information and records.

6. The class teacher and TA from the class team will offer a visit to the family at home early in the term, to exchange information about the child.

Transfer from Red Gates to another primary special school

1. The Head will discuss with the parents at the Annual Review meeting the child's progress and current needs and identify the reasons for a proposed move to another school, which could meet the child's needs better. The Educational Psychologist will carry out an assessment with the child. Parents will be advised to visit the proposed school.

2. The Head will discuss with the appropriate special school, to which the child may transfer, to invite a member of staff from the proposed school to observe the child at Red Gates.

3. The child will be put forward to be discussed at a Croydon LA SEN admissions panel meeting. Parents will be informed of the outcome by the LA.

4. Once a child has been allocated a place, Red Gates will endeavour to arrange at least one transition visit.

Transition within school

When a child transfers to a different class within school, usually at the beginning of the academic year, staff, children and parents are prepared in the following way:-

1. Proposed classes are discussed and organised at Leadership and Management Team (LMT) meetings and then presented at a meeting to teachers. There may be some changes at this stage. The LMT will finalise classes following this meeting.
2. Parents are informed about class changes in writing at the end of the summer term.

3. This is followed with an opportunity for parents to meet the new class teacher and TAs at the open evening in July.

4. Staff meet with each other during July to share information about new children coming into their classes in September and arrange to spend time observing children in their current classes.

5. Therapists too will liaise with staff regarding the therapy needs and programmes of children transferring to their classes.

Transfer to a special secondary school

At the end of Year 6, pupils transfer to a secondary phase school to complete their education which continues until they are nineteen years of age.

Generally, pupils transfer to Priory School, Croydon, which is the secondary provision for students with SLD / ASD. However parents may also wish to consider schools in other local authorities.

Parents and pupils are prepared for the move to secondary school in the following way:

1. Year 4 & 5 – In the spring term parents are invited to a coffee morning where the transition process is explained and parents have the opportunity to discuss any anxieties they may have. This will be further discussed at the Annual Review meeting.

2. Transfer to secondary school is initially discussed with parents at the Year 5 Annual Review meeting summer term and followed up at the Year 6 Annual Review during the autumn term. A preferred secondary school placement is recorded at the Year 5 review meeting and this information sent to the LA SEN Case Manager.

3. Year 5 – In the summer term a letter is sent to parents by the LA, requesting them to fill in a form selecting an appropriate secondary school for their child.

4. The LA admissions panel meetings for secondary transfers are held during the spring term for Year 6 pupils and parents will be informed of the outcome by the LA by the end of February.

5. The transition process:
   - Autumn term Head of Pathway liaises with relevant staff at prospective secondary school(s) to discuss needs of YR6 pupils.

- Autumn/Spring term senior staff from prospective secondary school(s) are invited to observe YR6 pupils and discuss their needs and whether they can be met.

- Pupils transferring to Priory School will visit termly for planned activities during Year 6. They will be accompanied by the class teacher and TA from his/her class. Pupils transferring to an out of borough school will visit the secondary school for at least one session with a TA and parent during the summer term.

- Parents are informed about the transition programme and are kept informed about how their child is responding to the change throughout this preparation time.

- The nurses and therapists from both schools liaise regarding health, medical and therapy issues related to the transferring child.

- Senior staff from Red Gates and respective secondary schools will meet to discuss attainment and targets for individual pupils.

Policy reviewed September 2018

Headteacher **Date**

Chair of Governors **Date**