

THE ST MARYLEBONE SCHOOL POLICY FOR SEN ADMISSIONS (GUIDELINES)

The St Marylebone School maintains as open a policy as possible in making educational provision for a wide range of pupils, including pupils with learning difficulties. We view these pupils as an enrichment of our community, bearing in mind that the critical concern must always be the welfare and educational interests of all. The main school site and buildings do not allow the school to take those pupils with major physical disabilities as even with BSF it has not managed to become accessible to those needing to use wheelchairs or walking frames or who have a major problem with stairs as the main site buildings require a facility with climbing stairs. There is one lift on the main site and that is only for the Performing Arts Block.

In deciding whether to admit pupils with learning difficulties, the Governing Body must be satisfied that the school can genuinely meet their needs as individuals and can at the same time continue to meet the needs of other pupils. The additional provision the Governing Body has made available is for those **with MLD** not SLD (these terms are defined below). The school does not have the facilities or the teaching experience to take those pupils with SLD.

The St Marylebone School is committed to the integration of all children in its care. The St Marylebone School also believes that children with special educational needs have a right to participate in the full life of the school, learn and be able to develop to their full potential alongside other children which is the strength of the provision attached to a mainstream school. Whenever possible, children with special educational needs will have access to the same facilities, activities and extra-curricular opportunities as their peers. Everybody stands to gain if all children are allowed to share the same opportunities and are helped to overcome any disadvantages that they may face. However it has to be acknowledged that those with learning difficulties could well not have access to the same external qualifications as the others but appropriate qualifications, equally stretching and significant will be offered.

In reaching their decision on individual applications the Governing Body shall be satisfied that:-

- 1 Admission to The St Marylebone School would meet the educational needs of the prospective pupil and benefit his/her emotional and social development
- 2 The St Marylebone School can provide appropriate experiences to benefit the pupil and the educational interests of all other pupils shall not be unduly prejudiced by tuition arrangements or specific behaviours.
- 3 Full and satisfactory consideration has been given to the nature of the school buildings, site and special requirements in relation to any physical disability.
- 4 Sufficient supervision, non-teaching support arrangements can be made.
- 5 Adequate financial, human and material resources shall be available including additional teaching support where appropriate.
- 6 Appropriate expert guidance on specific disabilities shall be available to teaching and non-teaching staff.
- 7 Following admission every pupil admitted with a disability shall at all times be treated with the same respect and dignity shown to all pupils.
- 8 A statement review shall take place at the end of the pupil's first term, at the end of the first year and annually thereafter.

DEFINITIONS OF TERMS USED

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. **Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.** They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills

Severe Learning Difficulty (SLD)

Pupils with SLDs have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. Pupils with SLDs will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).