



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
Policy Title: Admission & Pupil Induction Procedure	
Section: A	Policy No: A.4
Version Date: November 2020	Review Date: November 2021
Name of Originator: HB	Designation: Head of 6th Form and Dawn House School SENCo

Enquiries and visits to the school are welcome. The school will provide information about the admissions criteria and process and about the work of the school.

Referral

Pupils are admitted to Dawn House School (DHS) through a referral by their Local Authority (LA) or a self-referral by parents/guardians.

Assessment

If it is felt that speech, language or communication may be the primary need, a multidisciplinary assessment at DHS is necessary.

This assessment service is available to parents/guardians and offers advice about a pupil's needs and whether DHS would be a suitable placement.

The assessment itself takes one or 2 half-days. If the assessment is for a residential place, an overnight stay in the residencies will form part of the assessment process. The assessment provides us with evidence about whether the child/young person's primary need is a communication difficulty. In addition, the assessment period allows the school to evaluate what adjustments need to be made in order for the pupil to fully access the life of the school, if and when a placement is confirmed.

The results of the assessment are normally finalised within four weeks. Pupils are offered a place when a multidisciplinary assessment indicates that they meet the criteria of the school.

Admission

If a placement is offered and accepted, a start date will be negotiated by all parties (LA, parents/guardians, school) at a **placement meeting** held at the school. An appropriate transition plan will then be put in place.

Our admissions policy includes all pupils and parents regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Young people with all protected characteristics receive the same consideration for admission.

The school follows the governing body pupil admission policy that does not permit sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins) sexual orientation, religion or belief or disability (subject to the school's specialist designation) to be used as criteria for admission.

Admission Criteria

Pupils are referred to the school because they have severe speech and language and communication needs and/or Aspergers syndrome which are preventing them from realising their full potential intellectually, academically and socially.

The pupils at Dawn House School have severe difficulties and their needs are not met in local mainstream schools, units for pupils with language impairments or special schools. At Dawn House School, the pupils receive the specialist intensive support that they need. The school caters for pupils whose non-verbal skills and achievements are generally better developed than skills and achievements that rely on good verbal or interaction skills. Many pupils are placed at Dawn House because their social interaction skills are preventing successful inclusion in mainstream schools.

There are a number of other difficulties which are commonly associated with speech and language impairment for which we are able to cater. These include: learning difficulties, behavioural difficulties, problems with attention and memory, motor dyspraxia, sensory difficulties, autistic spectrum difficulties, emotional problems, difficulties with friendships and social relationships, poor self-image and low self-esteem. However the primary disability of pupils at Dawn House School is their speech, language and communication need.

This means they may have difficulties and experience problems in the following areas:

- Articulation (problems in producing speech sounds).
- Phonology (problems in discriminating speech sounds, difficulties in processing and using speech sounds accurately).
- Syntax (problems understanding or acquiring the ability to produce grammatical sentences).
- Semantics (problems in understanding or expressing meanings).
- Pragmatics (problems in understanding or using language for social communication).
- Literacy (problems acquiring the skills to read, write and understand written language).
- Social interaction.

These difficulties may affect a pupil's ability to comprehend the language that they hear and/or to express what they want to say. Their social interaction difficulties may prevent them from being successful in a mainstream school.

The information gathered about the pupil is shared with staff in an 'All About Me' profile and the Assessment Report prior to their induction into Dawn House School. This information is obtained from the Statement of Special Educational Needs or EHCP, reports from other professionals, Assessment report, placement meeting and previous All About Me profile, generated by the pupil, parents and staff from existing/previous placement.

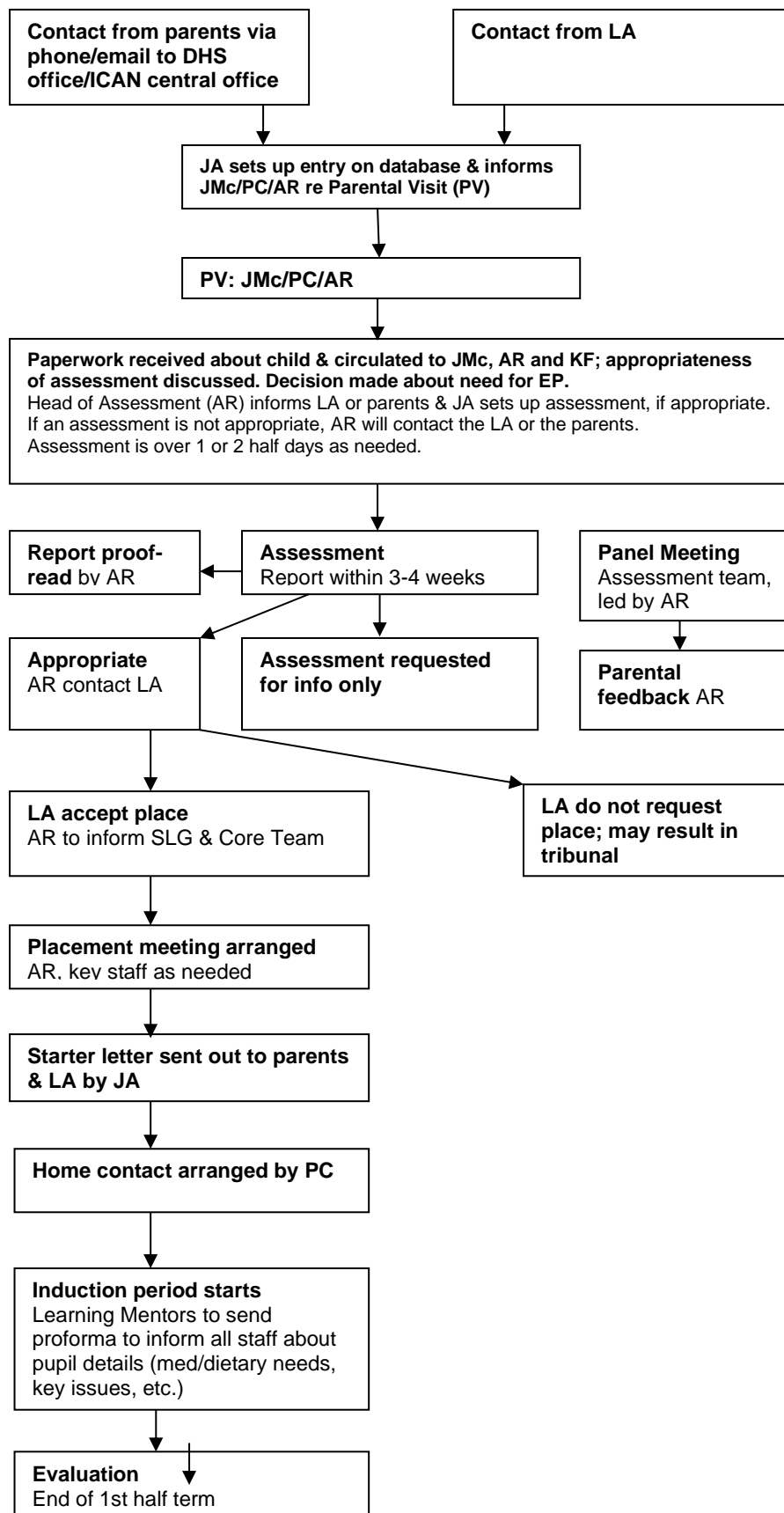
This is a working document that is updated through discussion with the pupil once they are in school.

The curriculum is planned for and mediated in order to support the learning of pupils with severe and complex language and communication needs.

See Appendices 1 and 2 for details of the assessment process and the induction process following a place being requested by the local authority.

Reviewed: Autumn Term 2020
Next review: Autumn Term 2021

APPENDIX 1 – Assessment and Induction process September 2019



APPENDIX 2 – Pupil Induction

