



| DAWN HOUSE SCHOOL – STAFF HANDBOOK | |
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| Policy Title: Admission & Pupil Induction Procedure | |
| Section: A | Policy No: A.4 |
| Version Date: January 2024 | Review Date: January 2026 |
| Name of Originator: JMc/AR | Designation: Principal/ Head of Therapy and Assessment Service |

Enquiries and visits to the school are welcome. Visits and tour of the school are on Tuesday mornings and are hosted by the Principal, the Head of Assessment Service and the Safeguarding Lead. The school will provide information about the admissions criteria and process and about the work of the school. We recommend looking at our website – www.dawnhouseschool.org.uk.

Admission Criteria

Pupils are referred to the school because they have severe and complex speech, language and communication challenges including Developmental Language Disorder (DLD), and other additional complex needs e.g. social anxiety, associated behavioural issues etc. which are preventing them from realising their full potential intellectually, academically and socially.

The pupils at Dawn House School have severe and complex challenges and their needs have not been met in local mainstream schools, units for pupils with language challenges or more generic special schools. At Dawn House School, the pupils receive the specialist intensive support that they need from multidisciplinary teams. 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 School because their social interaction skills are preventing successful inclusion in mainstream schools.

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

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

- Articulation (problems in producing speech sounds).
- Phonology (problems in discriminating speech sounds, challenges 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 challenges 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 challenges may prevent them from being successful in a mainstream school.

Referral

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

Assessment

If speech, language or communication appears to be the primary need, a multidisciplinary assessment at DHS is always required.

This assessment service is available to parents/carers and offers advice about a pupil's needs and whether DHS would be a suitable placement. It is also available to parents/carers to commission assessments for information for a potential EHCP or to gain information and support for the child's current school.

The assessment itself takes one day usually. If the assessment is for a residential place, an overnight stay in the residencies may form part of the assessment process. The holistic assessment provides us with evidence about whether the child/young person's primary need is communication challenges. It will be carried out by a multi-disciplinary team of SLT and Specialist Teacher. 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. A report and amended EHCP is sent to the LA or the commissioning organisation. Pupils are offered a place when a multidisciplinary assessment indicates that they meet the criteria of the school. If we feel the child does not meet the criteria, we will include recommendations how to support them in future.

Admission

If a placement is offered and accepted, a start date will be negotiated by all parties (LA, parents/carers, school). A meeting will then take place with the Core Team and Assessment staff to discuss the child's needs and how to support them. Prior to this meeting the Core Team with support from the Learning Mentor will have put together an All About Me profile to be shared with parents and staff in school. The Attendance Officer will carry out a home visit to gather further information and to introduce themselves. A **placement meeting** is held at the school with parents/carers and if appropriate the student also attending. Sometimes it is better for the student not to be present if there are any sensitive discussions to take place. A transition plan will then be agreed on and put in place. This is also shared with the Attendance Officer due to the monitoring of attendance.

Our admissions policy includes all pupils and parents/carers 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 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.

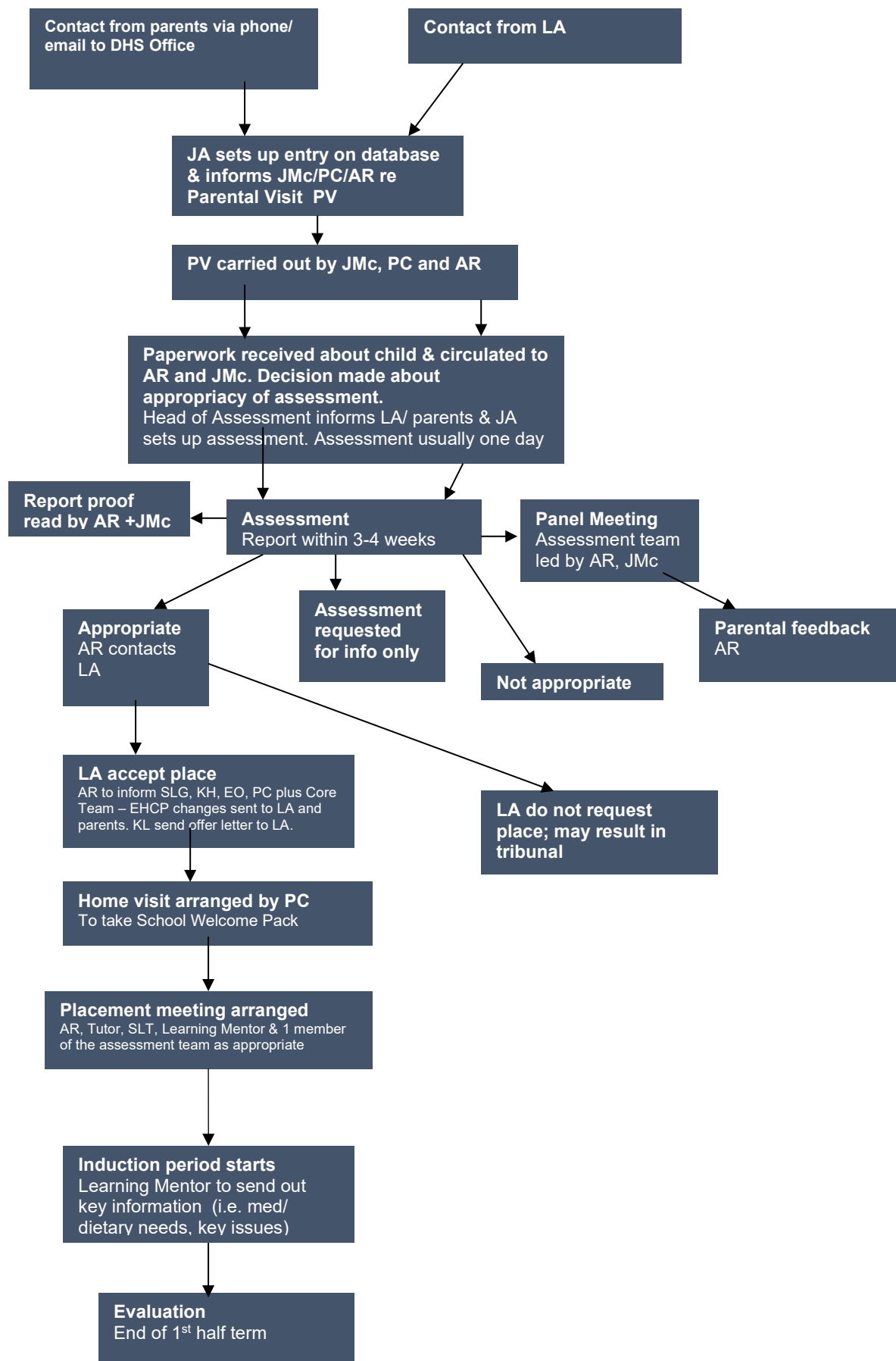
The curriculum is planned for and mediated in order to support the learning of pupils with severe and complex language and communication challenges.

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: Spring term 2024

Next review: Spring term 2026

APPENDIX 1 – Assessment and Induction process January 2024



APPENDIX 2 – Pupil Induction

