



Admissions Criteria for Kentish Town CE Primary School Physical Disability Resource Base (PDRB).

Kentish Town C.E. Primary School is a one form entry mainstream school with two additional fully integrated resource bases. Resource Base pupils are taught the appropriate curriculum in mainstream classes with additional support to make this possible. Successful placements result from placing pupils who exhibit all or most of the following criteria upon entry to Reception. Where these criteria are not met or are exceeded, it is likely that another Camden provision would better meet the needs of the pupil.

Kentish Town C.E. Primary School is committed to ensuring pupils are well matched to the provision available, in order to avoid unnecessary transitions within the primary phase and to ensure that the provision is well matched to the child's needs. The provision is not suitable for pupils who have significant global development delay and/or severe/profound learning difficulties and/or extremely limited functional cognitive ability or who would be eligible for placement in a special school.

All placements are reviewed at least annually. Decisions are based on children's needs and availability of places in the Resource Base.

Provision available in Camden as per the Local Offer:

- **Swiss Cottage Special school** - with total specialist resources and facilities. Small class sizes.
- **Resource base:** *Kentish Town – fully integrated with mainstream peers and curriculum. Child must have an EHCP in place or be in the final stages of statutory assessment with a physical disability as their primary need, children may also have additional learning or sensory needs. 6 places in total available from Nursery to Year 6, including 1 assessment place in Nursery. These children, with significant additional support, can succeed in a mainstream environment. Such children **do not** meet the threshold for a special school environment.*
- **Mainstream** - Child's needs can be met through resources normally available within the setting, with advice from external professionals. Some accessibility adaptations may be necessary including support from various therapists.

Upon receipt of a consultation for a place in the PDRB, the Governors of the school, as per the SEN Code of Practice, will consider if placement of the pupil is:

- suitable for the age, ability, aptitude or SEN of the child or young person.
- and
- the attendance of the child or young person would be compatible with the efficient education of others and the efficient use of resources.

The following criteria will assist Governors in making their decision for a Reception entry point:

Essential:

- Physical Disability is designated as the primary area of need AND Education Health Care Plan agreed
- There is a place available in the provision, in an appropriate year group.

Communication

- Communicative behaviour to request using a range of means (verbal, symbols, actions).
- Uses speech to express needs but this may need some support to be understood.
- Directs communication to specific person. Approaches familiar person to communicate.
- Follows 2+ word instructions with some visual or cued support.
- Starting to use speech for a range of functions- greetings/ requests/ choices/ comments, especially in small group situations.

Cognition

- Ability to access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
- The expectation is that the child will work towards achieving 100% of their timetable working within a mainstream classroom.
- The young person may require some aspects of the curriculum to be taught in a small group or 1:1 basis outside of the mainstream classroom and requires access to daily programmes such as physiotherapy, occupational therapy or speech and language therapy.
- The provision is **not** suitable for pupils who have significant global development delay and/or severe/profound learning difficulties and/or extremely limited functional cognitive ability or who would be eligible for placement in a special school.

Social Interaction and play

- Motivation to relate to others but difficulties with social cues e.g. waiting for a turn; responding during a gap in conversation
- Established joint attention with key adults and use of functional eye-contact in directed situations.
- evidence of environmental awareness and of peers.
- Takes part in sensory/ motor activities with adults and peers.
- Can wait a turn in a structured small group. Watches peers and may imitate.
- May need support with communication as advised by a speech and language therapist.
- Has a peer group in the class that the child can access albeit with support.

Flexibility

- Able to adapt to a familiar environment with visual prompts.
- Aware of objects/visual cues and that they carry meaning.
- Generally able to follow an adult-initiated familiar routine.
- Able to change activity on cue with appropriate visual support such as a now/next board.

Physical Environment

- requires access to an adapted physical environment (as recommended by an OT or PD specialist as part of individual risk assessment), specialist equipment (as advised by OT/Physiotherapist) and adult support to be able to access the mainstream curriculum.

- Requires access to specialist therapy rooms and adapted toileting. May need hoisting due to significance of physical disability.

For consultations outside the usual Reception entry point, the following criteria will assist Governors in their decision:

Essential:

- Physical Disability is designated as the primary area of need AND Education Health Care Plan agreed
- There is a place available in the provision, in an appropriate year group.

Communication

- Uses speech for a range of purposes including to comment and make statements about plans relating to familiar activities and situations.
- Some gaps in understanding but close to age appropriate levels of understanding of concepts and acquiring new words.
- Able to use communication devices purposefully and with growing independence if appropriate.

Cognition

- Ability to access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.
- Able to rapidly work towards achieving 100% of their timetable working within a mainstream classroom.
- May require some aspects of the curriculum to be taught in a small group or 1:1 basis outside of the mainstream classroom and requires access to daily programmes such as physiotherapy, occupational therapy or speech and language therapy.
- The provision is not suitable for pupils who have significant global development delay and/or severe/profound learning difficulties and/or extremely limited functional cognitive ability or who would be eligible for placement in a special school.

Social interaction and play

- Established joint attention with key adults and use of functional eye-contact in directed situations.
- Shows awareness of peers and can interact spontaneously and purposefully with them.
- Demonstrates understanding and response to a range of facial expressions of peers & adults.
- Communicates needs clearly in a generally socially appropriate manner.
- Can independently follow familiar structured games (e.g. hide-and-seek) for a short period.
- Imitates role play of peers to support own play.
- Able to take turns with familiar peers in some contexts.
- Has a peer group in the class that the child can access albeit with support but with a view to this becoming increasingly independent.

Flexibility

- Shows ability to learn and follow school routines.
- Able to use visual schedules or sequenced visual aids.
- Able to tolerate small changes in routines with appropriate visual support.

Physical Environment

- requires access to an adapted physical environment (as recommended by an OT or PD specialist as part of individual risk assessment), specialist equipment (as advised by OT/Physiotherapist) and adult support to be able to access the mainstream curriculum.
- Requires access to specialist therapy rooms and adapted toileting. May need hoisting due to significance of physical disability.

