

Admissions Policy



Learning together in a changing world, creating success for all.

Trinity Fields School and Resource Centre

Admissions Policy

Trinity Fields is a Rights Respecting School, a Healthy School, Investors in Families School, an ECO School, a MOVE school and an Inclusion Quality Mark (IQM) Flagship School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

School context

Trinity Fields is a **Rights Respecting School**; we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work. We are a school where pupils are at the heart of everything we do. We successfully achieved UNICEF’s “Rights Respecting School Award” in **January 2017** and we have a well-established record of developing pupil engagement at all levels.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

We are a **Healthy School**; we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives by enabling them and staff to take control over aspects of the school environment that influence their health and wellbeing. We achieved the Welsh Network of Healthy School Schemes National Quality Award in **March 2018, with re-accreditation in December 2020**.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

We are an **Investors in Families School**. We are committed to developing active and effective relationships with parents/carers and families and recognise the value of close partnership working to improve outcomes for our pupils. We were the first Special School in Wales to achieve the Investors in Families Quality Mark, and regularly share our excellent practices with other settings.

We demonstrate our commitment to the Rights to Action agenda and value and support the important role that families play in the education of their child. We strive to promote social inclusion and a sense of wellbeing for families through positive participation in their child’s education.

During the re-accreditation process (2019), the school’s work was judged to be of a very high quality. Family and Community Engagement are fully embedded and it was evident that the school works hard on its journey towards excellence. The assessor was very pleased to award the school the **Diamond Standard**.

We have demonstrated through a national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and develop classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details.

In **summer 2022** we gained our **Platinum ECO Schools Award**; the Eco-Schools programme is designed to be pupil-led and looks at the impact of our actions on the environment.

Our sustained journey towards attaining the Platinum Award showcases pupils’ ideas and helps to inspire others to make the right environmental choices.

More recently (2019), the school started its journey towards becoming a **MOVE school**; successfully accredited at Silver level in **December 2021**. The MOVE Programme is an activity-based practice that enables children and young people with physical disabilities to sit, stand, walk, and transition as independently as possible.

Our overarching philosophy is summarised in the following statement:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning experiences. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales’ National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales’ transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in “**Education in Wales: Our national mission (2017)**”. These are:

- **Developing a high-quality education profession.**
- **Inspirational leaders working collaboratively to raise standards.**
- **Strong and inclusive schools committed to excellent, equity and well-being.**
- **Robust assessment, evaluation and accountability arrangements supporting a self-improving system.**

The core purposes and values that are associated with these prestigious national awards are encapsulated in our vision and aims:

“We believe that everyone at Trinity Fields is entitled to have access to the very best learning opportunities. These will be provided within a safe, caring and stimulating environment that will enable all learners to achieve their full potential through learning opportunities that meet their individual needs”.

Aim

Trinity Fields School and Resource Centre provides a specialist and bespoke learning environment for pupils aged 3 – 19 who have a wide range learning difficulties, including pupils with severe learning difficulties (SLD), pupils with profound and multiple learning difficulties (PMLD) and those with Autistic Spectrum Disorder (ASD).

Some of our pupils may also have additional barriers to learning such as: communication and interaction difficulties; behavioural, emotional and social difficulties, as well as sensory, physical and complex medical needs.

As one of Caerphilly County Borough Council's (CCBC) maintained schools we aim to offer a continuum of provision alongside our mainstream schools; this includes developing and implementing specialist and highly individualised placements.

Principles

- Whilst Trinity Fields School falls outside the standard admissions arrangements for schools, the local authority (LA) remains the admissions authority and determines the admission arrangements.
- Pupils who attend Trinity Fields School are not required to have a statement of educational need as a pre-requisite to entry. The majority of pupils will be between Stages 3 and 5 of the SEN Code of Practice and may be in the process of a multi-professional assessment, of which placement at Trinity Fields School may be a part.
- Pupils will usually be admitted in September although there may be admissions throughout the school year due to pupils arriving from other local authorities, as well as those having early admission into one of our foundation phase classes.
- Admissions will be decided by the LA's Specialist Placement Panel (SPP) and no commitment to admission can be made until the SPP has met to discuss pupils' individual needs. This applies to all pupils.

Procedures

- The SPP currently meets fortnightly throughout the school year to consider multi-professional information on individual pupils. The panel gives consideration to recommendations for placement at Trinity Fields and takes into account the following criteria:
 - availability of places;
 - availability of places within each year group;
 - pupils' needs;
 - parents/carers views on placement.
- Notification of decisions will be issued to schools and parents/carers after the meeting of the SPP by the LA. At this point parents/carers will be asked to visit/re-visit the school and are asked to complete our admissions pack.
- Allocation of places will be provisional until confirmed by the LA.
- Information will be requested prior to final decisions to ensure pupils' needs can be met (including specific equipment (seating, standing frame etc. and therapy needs).
- Statements will be amended, as appropriate, following admission and through the school's annual review process.
- The headteacher is a member of the SPP. If he is unable to attend a panel meeting then the deputy headteacher will attend on his behalf.

Specific criteria

Attached to this policy are specific criteria for:

- Severe learning difficulties
- Profound and multiple learning difficulties
- Severe learning difficulties with additional needs
- Autistic spectrum disorders with severe learning difficulties

See Appendix 1 for definitions.

Equal opportunities

The staff at Trinity Fields work collaboratively to ensure that pupils have similar experiences to those of their peers in mainstream schools.

See Equalities Policy for further details.

Policy review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Signed		Headteacher
Signed		Chair of Governors

This policy will be reviewed in line with the school's policy review cycle.

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.

Appendix One: definitions

Severe learning difficulties

Pupils who present with marked limitations in learning across all areas of development. Pupils may present with diagnosed medical conditions/syndromes associated with severe learning difficulties and may have additional physical and/or sensory impairments.

Profound and multiple learning difficulties

Pupils with profound and multiple learning difficulties present with severe developmental delay and will remain within the earliest stages of development (between 0 -24 months) throughout their school career. These pupils will be at the earliest stages of developing communication, where the priority will be to help establish Alternative and/or Augmentative Communication (ACC) systems to enable them to reach potential.

In addition to cognition and communication difficulties, pupils with profound and multiple learning difficulties will present with multiple needs that may include: sensory and/or physical impairment, complex medical needs etc. They may remain at the earliest development stages with regard to mobility and require physiotherapy input. Pupils will present with severely limited understanding of their interaction with their environment, predictions and understanding of actions/events.

Severe learning difficulties with additional needs

Pupils who present with moderately low scores in learning across a range of curriculum areas, who are anticipated to have difficulty accessing education in a mainstream setting where the class size and the pace of input would have a negative impact on their learning. Additionally, these pupils may have behavioural or social difficulties which impact on their ability to concentrate and learn without a differentiated and bespoke curriculum. Further, the sensory impairments of vision or hearing might accompany their learning difficulties.

Autistic spectrum disorders with severe learning difficulties

We have a number of designated classes at for pupils who display the characteristics of ASD. The diagnosis may be confirmed or suspected on admission; teachers and teaching assistants with additional training and/or experience in ASD work alongside colleagues from other agencies to ensure these pupil's access a highly specialist curriculum based upon the TEACCH approach.

The pupils at Trinity Fields are some of the LA's most vulnerable individuals. Our pupils generally have global difficulties and experience developmental delay of at least 50% compared with children of their chronological age. Some of these pupils will have a total dependency on adults in terms of their physical care, mobility, communication and self-help skills. These pupils and their families will often be involved with a large number of different agencies from an early stage.

Assessment, provision, appropriate intervention and target setting will need to continue through and beyond their time at school. If placed in a mainstream setting, these pupils will need additional adult support to:

- ❖ access the physical aspects of the school;
- ❖ address their medical needs (as identified by the Health Service);
- ❖ facilitate communication skills and access the relevant therapeutic interventions;
- ❖ access the curriculum at their own level.