



## **Admissions Arrangements and Cohort overview**

### **2024-2025**

**Purpose:** the document outlines how Daventry Hill School supports the admission of students into the school and manages the existing cohort.

Compiled by V. Bond, February 2024

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## 1. About us

Daventry Hill School is an inclusive setting which supports young people with significant cognition and learning difficulties. Students at the school are working at least 3 years below age-related expectations. Many of our students have a variety of needs and/or diagnoses, however we do not have a suitable provision for students with significant SEMH needs.

Our Mission is to support all of our young people to have a happy and successful future. We do this through a strong vision to inspire and empower all of our students to achieve personal success through a focus on our 5 core values. Our core values are not only captured in everything we do at the school but are also evident within our curriculum. This approach helps students to develop independence, confidence and integrity which prepares them for their future lives.

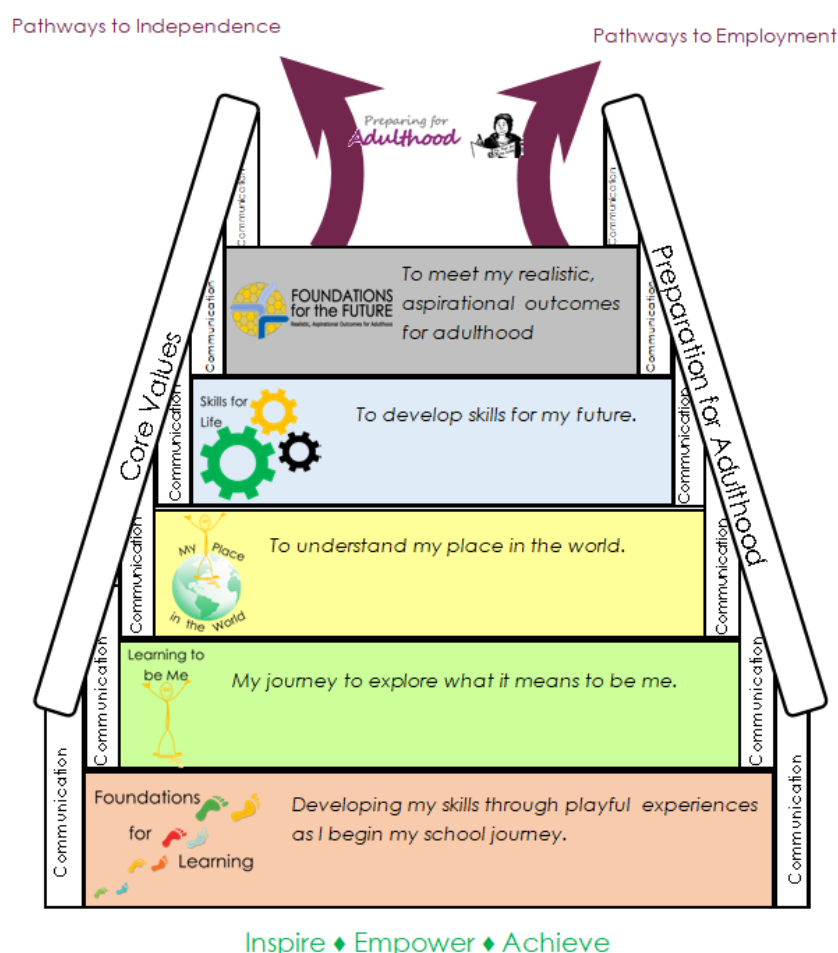


Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community.

## 1.1 Our School Structure

Daventry Hill School caters for students aged 4 to 18 years. We organise our students into phases across the school, each of which has a different focus. Our curriculum is sequenced and ensures smooth progression across each of the phases.

Each curriculum phase has an identified number of classes, the numbers of students in each class depends on the needs of the students within that phase which fluctuates each year. Appendix A shows a breakdown of the cohort and their needs for the academic year 2024-2025. Foundations for Learning is structured to allow the assessment of students on entrance to the school to identify the most appropriate curriculum pathway to support their progress. It is important that the cohort of students is controlled within each phase so that the student numbers can be managed over time as they move through the school.

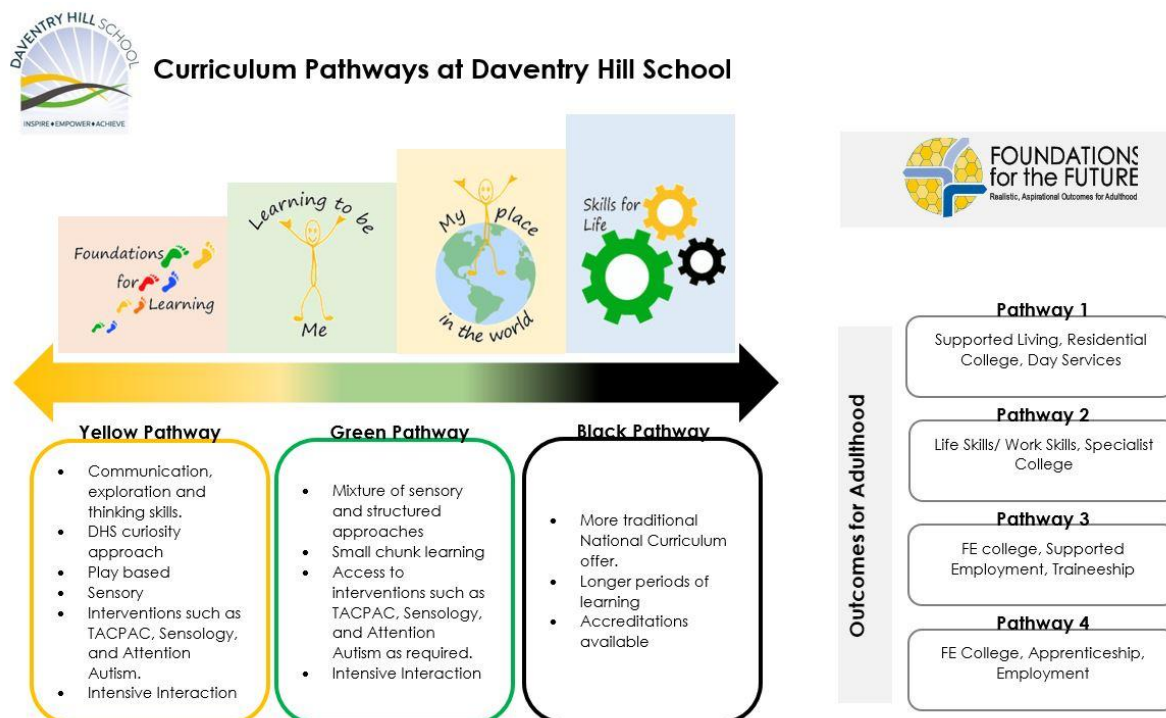


## 1.2 Our Curriculum Pathways

We have three pathways at Daventry Hill School within the main school of Reception to Year 11, each of which have a distinctive curriculum offer. Students are continually assessed to identify the most appropriate pathway for them and may move between pathways during their school journey.

Our classes may consist of students from more than one pathway within each phase and this will impact the numbers in each of the classes. Appendix A outlines the profile and student numbers for 2024-2025.

To ensure that the school can continue to offer a broad and relevant curriculum for all our children, regardless of their background, culture or ability, there needs to be a process to ensure admissions to Daventry Hill School reflect the school community and are in line with our funding agreement with the ESFA.



There are approaches within each of these pathways which the students benefit from. These are used to further distinguish the needs of the students within pathways, in particular the Yellow and Green Pathways. These are also used to inform the organisation of the Foundations for Learning phase to aid assessment of the students needs.

	Students	Description	Links to Pathways
<b>Structured</b>	Students will likely have an ASD diagnosis.  Students will be operating between 8 and 26 months using the guidance in Development Matters	Students benefit from <ul style="list-style-type: none"> <li>• a TEACCH style structure with workstations</li> <li>• a less stimulating environment</li> <li>• now and next communication</li> <li>• Clear chunks of learning throughout the day</li> </ul>	The most complex students in this group will most likely move to our Yellow Curriculum Pathway. The remainder will move into the Green or Black Pathways.
<b>Sensory</b>	Students will be operating between birth and 11 months using the guidance in Development Matters	Students will benefit from <ul style="list-style-type: none"> <li>• a play-based approach</li> <li>• lots of built in movement</li> <li>• a child-led free flow provision</li> <li>• small group or 1:1 interventions</li> <li>• sensory based learning</li> </ul>	Students in this group will most likely move to our Yellow Curriculum pathway
<b>Communication</b>		students will benefit from a mixture of both of the above approaches and will require flexibility in the approaches throughout the day	Students in this group will most likely move to the Green Pathway.

### **Yellow Pathway**

This pathway focuses on communication, exploration and thinking skills. It uses a delivery style that is most beneficial for the students to be able to access learning. It builds on the pedagogy found in our Curiosity Approach which incorporates the Characteristics of Effective Learning and play schemes. Students accessing this pathway have access to a range of interventions such as TACPAC, Sensology and Attention Autism.

Students on this pathway will access English and Maths and have the option to be assessed at the same level as Black pathway learners with adaptations to their individual needs.

The majority of students in this pathway follow a sensory curriculum and benefit from:

- a play-based approach
- lots of built in movement
- small group or 1:1 interventions
- sensory based learning

## **Green Pathway**

Students in this pathway benefit from a mixture of a Sensory and Structured approach to their learning (communication learners). It allows students to access the Black Pathway curriculum by utilising appropriate pedagogy from the Yellow Pathway. This means students may have access to a similar range of interventions to the Yellow Pathway but also follow a more traditional National Curriculum, though learning will often take place in very small chunks. The curriculum is sequenced to allow students to build upon their knowledge, understanding and skills.

## **Black Pathway**

This pathway follows a more traditional National Curriculum offer. Learners are able to learn for longer periods of time and as such will have lessons between 30 minutes and 1 hour on each subject area.

Students in this pathway will access a suite of awards and accreditations in Skills for Life (KS4) which could include

- Functional Skills in English, Maths and ICT
- Level 2 Food and Hygiene
- Princes Trust Award
- Duke of Edinburgh
- BTEC Level 1

We do not offer GCSEs as part of our curriculum.

## **Foundations for the Future (Post 16)**

In Post 16 (Foundations for the Future) students are placed on one of 4 pathways based on their expected outcomes for adulthood.



At the start of Post 16 a Person-Centred Planning (PCP) meeting takes place and a Learning Journey is created to inform the student of the steps necessary to achieve the outcomes that are identified.

The curriculum is based on a Preparation for Adulthood model, however students will access different amounts of each strand based on their pathway.

#### Pathway 1



#### Pathway 2



#### Pathway 3



#### Pathway 4



The curriculum is not accreditation driven. It is designed around an individual's skills, talents and identified outcomes. The pathways ensure life after school is enriched and balanced. The differentiated curriculum offer for each pathway is designed to best support positive outcomes to ensure learning has purpose, is meaningful and is personalised.

Functional Skills Maths and English is embedded in all pathways.

Students in all pathways will have access to a suite of awards and accreditations in Foundations for the Future (KS5) which could include:

- Functional Skills in English, Maths and ICT
- Level 2 Food and Hygiene
- Princes Trust Award
- Duke of Edinburgh

## 2. Admissions Statement

West Northamptonshire Local Authority (LA) are the school admissions authority. In accordance with Northamptonshire (Northants) LA policy all children and young people admitted to Daventry Hill School will have an Education Health and Care (EHC) Plan.

All admissions will be dependent on places being available in the school and within the right learning peer group (see appendix A). In consultation with the LA, the Headteacher will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the EHC plan. The primary need of any pupil at Daventry Hill School is a learning difficulty, which can be moderate, severe, complex or profound. Some pupils have additional needs such as ASD, ADHD, a visual, hearing or multisensory impairment or a physical disability.

The LA and school recognise the importance of parental preference and referrals will be considered from outside the school's recognised catchment area. Where places are limited, the Headteacher and LA will prioritise referrals through

discussions. All requests for places will be brokered through the LA. Requests for a place at Daventry Hill School should be made to West Northants EHC Team.

### **3. Admissions procedures**

It is acknowledged that parents of prospective pupils will be anxious and uncertain about what to expect when a special school is suggested as a suitable educational provision for their child. It is therefore important that admission procedures are sensitive to their needs and reflects a structure that is predictable and understandable. This will be achieved by:

- ensuring all prospective admissions are initially dealt with by a member of the senior leadership team
- providing the opportunity to visit school and discuss needs with a member of the senior leadership team. Parents are more than welcome to bring someone with them on this visit. It is advised that families do this before naming the school as their preference
- providing planned opportunities for the family and child to visit the school and meet their new teachers, once Daventry Hill School has been named as an appropriate provision by the Local Authority
- providing relevant Class Teacher and team members with necessary papers so that, where appropriate, contact can be arranged and involved professionals contacted
- ensuring parents are aware of arrangements such as transport once an admission date has been agreed
- providing parents with the opportunity to discuss with teachers progress during the term of admission

Where visits to the school are arranged prior to the completion of the EHC plan, it will be made clear to all involved that such visits do not imply that the school has made a commitment to offer a place.

### **4. Admissions Planning**

The Headteacher, in consultation with Senior Leadership Team and relevant members of staff, will be responsible for all decisions relating to admissions. In this way pupil numbers will be managed in a planned and efficient way. In order to aid this process, the LA will alert all neighbouring authorities of the purpose of the EHC Team and the deadline for place requests each term. This will have implications for timing of their meetings, particularly in the summer term.

A student will not be admitted to Daventry Hill School until signed agreement of the funding level has been completed by the LA responsible for that student. In order to fulfil students needs as outlined on their EHC plan, the school employs a higher staff ratio than mainstream schools, we also employ members of staff who support students to be ready to learn. In order to support this provision and ensure financial



stability, students will need to be funded on at least RAS 5 under the West Northamptonshire funding levels.

We take the wellbeing of children seriously, which is reflected in our Core Values and curriculum. We recognise that the proximity between home and school could impact on the welfare of the child due to time spent travelling as well as the ability for a parent to attend site for events and in the event of illness. As such, the distance from the family home is considered as part of the decision-making process for admission.

The Headteacher reserves the right to decline a request for a place if it is felt that the school cannot meet the needs as detailed on the EHC plan. The admissions policy is subject to annual review by governors.

