

ICKNIELD SCHOOL ADMISSIONS POLICY

Article 23: If I have a disability, I have the right to special care and education

Icknield School : your journey matters

Icknield School Values Statement

Icknield School is passionate about providing an inclusive education. We value all students as unique and nurture their talents. We enable students to achieve to their best ability in a safe environment and to grow into the finest individuals they can be.

Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.

Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.

By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.

Hampshire SEN department will consult with the Head Teacher as to whether a potential pupil's educational needs can be met at Icknield School. **Consideration of the impact of the pupil's admission on the current pupils will be a factor as to whether the pupil can be offered a place at Icknield School.**

Admission to Icknield School will be subject to an individual Icknield School assessment (including a home and/or school visit) or a full formal multi-disciplinary assessment which indicates that the child has the following needs:

1. Has severe learning difficulties for which intensive educational support must be delivered on a one to one basis for significant parts of the pupil's curriculum. This will involve individual programmed approaches with a high emphasis on one to one teaching through a range of strategies and styles
2. Needs significant modification of the national curriculum delivery with a focus on teacher assessment, which is designed to cater specifically for self help, social emotional and developmental needs as well as academic needs
3. Needs one or more of the following specific provisions
 - An augmented communication system
 - Intensive individual behaviour programmes
 - Support for a sensory, physical or language disability or disorder in addition to the severe learning difficulty
 - Intensive daily therapeutic support for a range of profound and multiple handicaps including physical and/or sensory disabilities
 - Medical and paramedical monitoring and intervention

Provision for these will be through:

- Small class groups with a high teacher: pupil ratio (ideally 8:1) and intensive non-teaching support.
- regular and intensive monitoring of programmes
- full multi-professional assessment and planning by a range of agencies meeting within the school
- ongoing intensive parent/carer contact with the school

The curriculum delivered to these children will include:

- Individualised programmes which address the range of needs in any particular child
- Support for any specific areas of ability which any particular child demonstrates
- Development of self-help and other life skills, including social and communication skills
- Access to the national curriculum at appropriate levels
- Opportunities to learn alongside mainstream peers and in wider community settings where appropriate.

No developmental milestones need to be attained for admission to Icknield School. All children will have a need for a secure/safe environment tailored to their individual needs which may include hydrotherapy, sensory development, independence and self-help skills development or intensive medical support.

Given the likelihood of early identification of the majority of these children, it is possible that they will be admitted as pre-schoolers from 2 years.

FE Unit

Admission to the school's FE unit will be by recommendation. A pre-admission visit to the home and or school environment will be necessary before a place is offered.

Students may attend with Moderate Learning Difficulties if they would benefit from a Life Skills programme of study.

To be reviewed: June 2026

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