



Linden Lodge School

Provider of specialist education since 1903

Title:	Admissions Policy
Type:	POLICY

Review Cycle Frequency:	1 year
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Lead Staff:	Co-Headteacher/Admissions and Placements Manager
Support:	

VERSION CONTROL:

Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Lead staff updated		Sept 2022
3	Reviewed		Autumn 2023

LINKED INTERNAL DOCUMENTS:

Equalities Statement
Equality, Diversity and Community Cohesion Plan
Residential Statement of Purpose
Safeguarding and Child Protection Policy
School Accessibility Plan
Supporting pupils at school with medical conditions
Therapy Policy
Waking Day Curriculum Policy

LINKED EXTERNAL DOCUMENTS:

School Admissions Code 2021
School Admissions Appeals Code 2022
SEND code of practice: 0 to 25 years 2014

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachers@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

LINDEN LODGE DAY AND RESIDENTIAL SCHOOL ADMISSION CRITERIA

Linden Lodge provides 153 places for children and young people with vision impairment and other sensory needs aged from 2 to 19.

We provide education for pupils with vision impairment and multi-sensory impairment.

In addition to our specialist provision for the visually-impaired and pupils with multi-sensory impairment we also provide education for pupils who have:

- MDVI-pupils with vision impairment and additional learning and physical needs
- Pupils with PMLD and Sensory needs
- Pupils with complex medical and physical needs in addition to sensory impairment

We are a regional school taking pupils from across the South of England and offer residential provision. This is weekly boarding 4 nights a week Monday to Thursday inclusive. We are also able to take pupils on a part time boarding placement.

Each newly referred pupil is assessed by a multi-disciplinary team to confirm the pupil's needs and to ensure that our provision is appropriate.

Pupils' additional needs may include one of the following:

- Hearing impairment
- Physical disability
- Medical needs
- Social and emotional needs
- Autistic spectrum disorder

The majority of our pupils join us in the Early Years but we accept referrals at any point in the pupil's educational journey particularly at secondary transfer and entry to sixth form.

A number of pupils transfer to the school from mainstream schools and we offer a range of Inclusion opportunities for pupils who need the highly specialist provision of a special school but also have potential for some mainstream inclusion opportunities.

The school is on a 3 acre campus in Wimbledon and has extensive facilities for learning and development.

The school is structured into Early Years, primary, secondary and sixth form departments each with their own Lead specialist teacher.

In addition we have 5 Centres of excellence on site which are fully adapted to meet the needs of pupils with highly specialist needs:

- **The Alba Centre** – This is a purpose built centre for pupils who are deafblind/have multi-sensory impairment. The accommodation has been designed for deafblind children and includes a fully sound proofed audiology and listening development suite
- **The Harris Centre** – This is a purpose built centre for secondary aged students who require sensory education and have complex medical and physical needs. The centre is fully equipped with outstanding personal care and sensory areas
- **The Jasmine Centre** – This is a purpose built centre for Early Years pupils with sensory impairment. It includes a bespoke Sensory room. The centre also includes mainstream nursery provision to support social inclusion.
- **The Minerva Centre**- this is a designated area for pupils who have the potential to take GCSE courses and beyond. Each pupil follows a personalised academic programme to optimise their learning and development.
- **The Isobel Centre** – this is a purpose built centre based on our core philosophy of working in partnership with others. The ground floor has a range of facilities for families and carers including family support and education. The top floor is an assessment suite and where we host colleagues from the St Georges Auditory Implant Programme who work in collaboration with us. We are also able to hold training sessions in our flexible use spaces.

As a specialist provision we have a highly skilled and expert workforce to ensure that each child reaches their potential:

- All teachers are qualified teachers of the visually- impaired, multisensory impaired or hearing-impaired or working towards this qualification. This is an advanced Masters or Diploma qualification in addition to a teaching qualification which is required by law for teachers who work with the visually-impaired
- An on-site Habilitation team of Habilitation Officers who deliver mobility training to pupils to maximise their independence

- A Learning Resources Department which provides resources for pupils accessing sensory education and education for the visually-impaired (picture symbols)
- A team of teachers of the visually-impaired and support staff who teach Braille to individual pupils and small groups; other modes of communication include Moon and Objects of Reference
- A Creative Therapeutic Arts Team who provide music therapy, movement therapy and yoga
- A well-equipped arts room offering diverse arts activities and is equipped with a kiln for pottery and various carpentry tools. In addition this enriched Arts Programme we hold a special arts focussed week each term
- A specialist PE department actively involved in regional Panathlon events taking a leading role in coordinating events for other schools
- Specialist teachers in Art, Music, PE and Food Technology
- Visiting teachers for individual music teaching
- A large team of highly specialist outreach teachers of the deaf and visually-impaired

On site we have a team of therapists including Occupational Therapists, Speech and Language Therapists and Physiotherapists who are directly employed by the school. Our philosophy is to integrate therapy programmes in the classroom and in residential to maximise pupils' outcomes.

We have a nursing team of NHS paediatric nurses on site.

Our staff are highly trained, and offer a nurturing and caring environment who value close links with our students and their families.

We are a member of the Southfields Multi-Academy Trust. In addition to our special school we also run two specialist centres for the deaf one at Sellincourt Primary School (The Willow Centre) and the other at Southfields Academy. (The Rowan Centre)

Our outstanding facilities include:

- Access to a 3 acre campus of fully accessible indoor and outdoor learning spaces
- Outdoor learning classrooms have wheelchair access to raised beds
- State of the Art sensory and dark rooms
- Playground with wheelchair accessible swings/roundabout
- A purpose built Vision and Audiology Assessment suite
- A specialist Performing Arts Centre
- Fully equipped classrooms with ICT and access to outdoor learning
- A woodland walk and sensory gardens
- A fully equipped library with hoists
- Facilities for modifying learning resources on site for the visually impaired e.g. Braille, MOON, enlarged print, Objects of Reference and Picture symbols
- Staff are qualified in BSL and Makaton
- Full horticulture facilities for Accreditation
- Specialist Food Technology rooms fully accessible for the visually impaired
- A purpose built centre for family support and education
- Rebound trampolines
- Fully accessible indoor spaces with hoists
- A purpose built residential provision
- A medical suite
- A Learning Resources Department
- A shop for work experience students and an area for social enterprise
- Hydro therapy and swimming pool

- Fleet of 5 fully accessible mini buses which are available to enable enrichment activities both locally and beyond
- Home demonstration room where students are able to learn independent living skills
- Each child has their own individualised feeding plan based on their needs and dysphagia
- ClearVision, a national lending library for tactile and pre reading is housed on our site
- Able to offer a 2 week holiday scheme over the Summer break

The admission process

Visits to the school are coordinated by the Co-Headteachers' PA. Following the visit if parents would like to apply for a place at the school they must do so through their Local Authority. All pupils have an Education, Health and Care Plan.

Once papers are received from the consulting Local Authority, the assessment team invite the prospective pupil and family to attend a whole day Initial Assessment. Following this the school writes to the Local authority indicating whether we feel we can meet the pupil's needs and setting out our proposed provision.